

GOVERNMENT OF INDIA  
MINISTRY OF HOME AFFAIRS



**REPORT**  
**OF THE**  
**COMMISSIONER**  
**FOR**  
**LINGUISTIC MINORITIES**  
  
**(EIGHTH REPORT)**

This Eighth Report, under Article 350B(2) of the Constitution, is being submitted to the President through the Ministry of Home Affairs, Government of India.

Sd./- (M. CHANDRASEKHAR), SMT.  
Commissioner for Linguistic Minorities.

*Dated: December 23, 1967.*



# CONTENTS

	PAGE
INTRODUCTION . . . . .	( v )
CHAPTER I . . . . . Scheme of Safeguards for Linguistic Minorities . . . . .	i
CHAPTER II . . . . . Educational Safeguards . . . . .	4
Primary Education . . . . .	5
Secondary Education . . . . .	36
Provision for Teachers . . . . .	44
Provision for Text-books . . . . .	46
CHAPTER III . . . . . Use of Minority Language for Official Purposes . . . . .	70
CHAPTER IV . . . . . Recruitment of Linguistic Minorities to Services . . . . .	91
CHAPTER V . . . . . Jammu & Kashmir, Nagaland and Union Territories . . . . .	101
CHAPTER VI . . . . . Concluding Remarks . . . . .	112

## APPENDICES

APPENDIX I . . . . . Resolution adopted at Provincial Education Ministers' Conference of 1949 . . . . .	120
APPENDIX II . . . . . Government of India Memorandum of 1956 on Safeguards for Linguistic Minorities . . . . .	121
APPENDIX III . . . . . Decisions reached at the Meeting of the Ministerial Committee of the Southern Zonal Council of May, 1959 . . . . .	126
APPENDIX IV . . . . . Statement issued by the Meeting of the Chief Ministers of States and Central Ministers of 1961 . . . . .	139
APPENDIX V . . . . . Minutes of the Third Meeting of Committee of Vice-Chairmen of Zonal Councils held in August, 1964 . . . . .	146
APPENDIX VI . . . . . Primary Education—Progress of implementation of Agreed Scheme of Safeguards in States . . . . .	156
APPENDIX VII . . . . . Primary Education—Districtwise Statistics of Educational facilities . . . . .	151
Madhya Pradesh . . . . .	154
Uttar Pradesh . . . . .	154
Assam . . . . .	161
Bihar . . . . .	164
Orissa . . . . .	166
West Bengal . . . . .	168

Andhra Pradesh . . . . .	171
Kerala . . . . .	173
Madras . . . . .	174
Mysore . . . . .	176
Gujarat . . . . .	180
Maharashtra . . . . .	180
Punjab . . . . .	187
Rajasthan . . . . .	187
Delhi . . . . .	189
Goa, Daman & Diu . . . . .	190
Andaman & Nicobar Islands . . . . .	191
Manipur . . . . .	192

## APPENDIX VIII

Primary Education—Comparative Statistics of Educational Facilities of Three Years . . . . .	193
Madhya Pradesh . . . . .	193
Uttar Pradesh . . . . .	194
Assam . . . . .	194
Bihar . . . . .	196
Orissa . . . . .	196
West Bengal . . . . .	197
Andhra Pradesh . . . . .	197
Kerala . . . . .	198
Madras . . . . .	199
Mysore . . . . .	199
Gujarat . . . . .	200
Maharashtra . . . . .	201
Punjab . . . . .	201
Rajasthan . . . . .	202
Andaman & Nicobar Islands . . . . .	202
Delhi . . . . .	203
Goa, Daman & Diu . . . . .	203
Manipur . . . . .	204



	PAGE
APPENDIX IX . Primary Education—Gists of complaints received from Linguistic Minorities in States . . . . .	205
APPENDIX X . Secondary Education—Progress of implementation of Agreed Scheme of Safeguards in States . . . . .	218
APPENDIX XI . Secondary Education—Districtwise Statistics of Educational facilities . . . . .	227
Madhya Pradesh . . . . .	227
Uttar Pradesh . . . . .	231
Assam . . . . .	233
Bihar . . . . .	236
Orissa . . . . .	238
West Bengal . . . . .	239
Andhra Pradesh . . . . .	241
Kerala . . . . .	243
Madras . . . . .	244
Mysore . . . . .	245
Gujarat . . . . .	249
Maharashtra . . . . .	249
Punjab . . . . .	254
Rajasthan . . . . .	254
Delhi . . . . .	255
Goa, Daman & Diu . . . . .	256
Andaman & Nicobar Islands . . . . .	257
Manipur . . . . .	257
APPENDIX XII . Secondary Education—Comparative Statistics of Educational Facilities of Three Years . . . . .	258
Madhya Pradesh . . . . .	258
Uttar Pradesh . . . . .	259
Assam . . . . .	259
Bihar . . . . .	260
Orissa . . . . .	260
West Bengal . . . . .	261
Andhra Pradesh . . . . .	262
Kerala . . . . .	262
Madras . . . . .	263
Mysore . . . . .	263

	PAGE
Gujarat . . . . .	264
Maharashtra . . . . .	264
Punjab . . . . .	265
Rajasthan . . . . .	265
Delhi . . . . .	266
Goa, Daman & Diu . . . . .	266
Manipur . . . . .	267
APPENDIX XIII . Secondary Education—Gists of complaints received from Linguistic Minorities in States . . . . .	268



सत्यमेव जयते

## INTRODUCTION

The office of the Commissioner for Linguistic Minorities was created under Article 350B(1) of the Constitution. His functions as indicated in Article 350B(2) of the Constitution are to investigate all matters relating to the safeguards provided for linguistic minorities under the Constitution and to report to the President upon those matters at such intervals as the President may direct. The first Commissioner, Shri B. Malik, retired Chief Justice of the Allahabad High Court, remained in office from July 30, 1957 to July 30, 1962. The second Commissioner, Shri Anil K. Chanda, held office from March 19, 1963 to April 24, 1966. The present Commissioner assumed office on October 27, 1967.

This is the Eighth Report in series, and covers the period from January 1, 1965 to June 30, 1966.

The Commissioner takes this opportunity to express her thanks to the State Governments and the Government of India for their co-operation and assistance.



सत्यमेव जयते

## CHAPTER I

### SCHEME OF SAFEGUARDS FOR LINGUISTIC MINORITIES

The Constitution of India provides the following specific safeguards for linguistic minorities:

*Article 29 (1).*—Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

(2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

*Article 30 (1).*—All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

(2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

*Article 347.*—On a demand being made in that behalf, the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognised by that State, direct that such language shall also be officially recognised throughout that State or any part thereof for such purpose as he may specify.

*Article 350.*—Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be.

*Article 350A.*—It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

*Article 350B (1).*—There shall be a Special Officer for Linguistic Minorities to be appointed by the President.

(2) It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and

report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Governments of the States concerned.

2. Certain other provisions of the Constitution though not specifically framed as safeguards for linguistic minorities also deserve to be mentioned here, viz., provisions guaranteeing to all its citizens certain fundamental rights, such as equality before the law (Article 14), prohibition of discrimination on grounds of religion, race, etc. (Article 15) and equality of opportunity in matters of public employment (Article 16).

3. The question of the safeguards for linguistic minorities engaged the attention of the Government prior even to the coming into force of the Constitution in 1950. In 1949 the Provincial Education Ministers' Conference examined the issues relating to educational safeguards for linguistic minorities and its Resolution (Appendix I) was approved by the Central Advisory Board of Education as well as the Government of India. This Resolution recognises, subject to certain conditions, the necessity of providing the mother-tongue as the medium of instruction and examination at the primary and secondary stages of education.

4. The question of safeguards for linguistic minorities, both in educational and administrative spheres, received the attention of the States Re-organisation Commission in 1955. Part IV of its Report contains a comprehensive examination of the problems and the recommendations of the Commission. The recommendations were considered by the Government of India in 1956 and they issued a Memorandum on the Safeguards for Linguistic Minorities (Appendix II) which was laid on the tables of both the Houses of Parliament and was also sent to all State Governments. This Memorandum is a sort of an all-India Code indicating the agreed minimum safeguards to be provided to the linguistic minorities in the States.

5. The Ministerial Committee of the Southern Zonal Council, 1959, considered the linguistic safeguards as envisaged by the Provincial Education Ministers' Conference, 1949, the States Reorganisation Commission and the Government of India Memorandum 1956. The decisions arrived at the meeting of the Committee (Appendix III) are of special significance as some of these have been accepted in principle by the Chief Ministers' Conference of 1961.

6. A meeting of Chief Ministers of States and Central Ministers was held in August 1961. This meeting (hereinafter referred to as the Chief Ministers' Conference of 1961) considered the safeguards for linguistic minorities in the broader context of national integration and arrived at certain decisions which are contained in the Statement issued by it (Appendix IV). The Statement was laid on the tables of both the Houses of Parliament and was also sent to all State Governments. According to a decision of the Chief Ministers' Conference of 1961, the Committee of Zonal Councils for National Integration had been set up under the Chairmanship of the Union Home

Minister for keeping in touch with the working of the various safeguards for linguistic minorities and promotion of national integration. An extract from the minutes of the Third Meeting of this Committee is placed at Appendix V.

7. In this Report, use has been made of the data provided by the 1961 Census wherever possible. All District Handbooks on the 1961 Census have, however, not yet been received, and only those received have been utilised at relevant places. Some State Governments have meanwhile reported that the linguistic break-up of population at lower levels like, tehsils, talukas and municipalities, has not been supplied to them. Wherever the linguistic break-up at different levels of the 1961 Census figures was not available, the break-up of the 1951 Census figures has been used.



## CHAPTER II

### EDUCATIONAL SAFEGUARDS

#### General

8. The scheme of educational safeguards for linguistic minorities as it developed through the various stages is given in the decisions referred to in paragraphs 3, 4, 5 and 6.

9. Article 350A, which has been inserted in the Constitution by the Constitution (Seventh Amendment) Act, 1956, enshrines the right of the children belonging to linguistic minorities for instruction in their mother-tongues at the primary stage of education. It enjoins upon every State and every local authority within the State to provide adequate facilities for instruction through the medium of the mother-tongue at the primary stage of education.

10. The Ministerial Committee of the Southern Zonal Council decided in 1959 to adopt various safeguards contained in the Government of India Memorandum of 1956. The Committee also decided that all primary schools shall entertain applications from parents belonging to the linguistic minority groups for admission of their children and for their instruction in the mother-tongue for a period of three months ending a fortnight before the commencement of the school year. These applications should be entered in a register. It was decided that departmental arrangements should be made to see that no such applicant is refused admission for the reason that number is insufficient in the particular school where the application is made; and that wherever necessary, inter-school adjustments are made in the matter of admission of the minority pupils. The Committee further decided that the position in respect of pupil strength and school facilities including teachers as on November 1, 1956, in respect of separate schools and separate sections for linguistic minorities will be ascertained and continued without diminution in every one of the four States, provided that in respect of Telugu pupils in Madras and Tamil pupils in Andhra Pradesh, the crucial date will be October 1, 1953, and not November 1, 1956. If the number of pupils goes down, corresponding reduction of school facilities including teachers may be made, but no reduction should be effected in any individual case except under specific orders of the Government applicable to that case. If the number of pupils increases, additional facilities for teaching in the minority languages will be provided including teachers on a scale not less liberal than that applicable to the linguistic majority.

11. The Chief Ministers' Conference of 1961 accepted the decisions of the Ministerial Committee of the Southern Zonal Council in principle. The Conference stressed the point that no facilities previously available should be reduced and, wherever possible, further facilities should be given.

12. In the case of secondary education too the Chief Ministers' Conference of 1961 reaffirmed the general provisions of the 1956 Memorandum and the Conference accepted in principle the decisions of the States of the Southern Zone. The decision of the Ministerial Committee of the Southern Zonal Council is that for the purpose of providing facilities for instruction through minority languages at the secondary stage of education, where such facilities do not exist at present, a minimum strength of 60 pupils in the new standards VIII to XI of the Higher Secondary Course and 15 in each standard will be necessary, provided that for the first four years after the commencement of the provision of facilities a strength of 15 in each standard in which the facilities are provided will be sufficient.

13. There is no Constitutional recognition of the right of linguistic minorities to have instruction through their mother-tongues at the secondary stage of education. This stage gives a more advanced education which enables the students to follow a vocation after school-leaving age and also prepares them for higher education in universities. The Chief Ministers' Conference of 1961 decided that the languages used should be modern Indian languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal.

14. A decision of the Ministerial Committee of the Southern Zonal Council is that the position existing on November 1, 1956 in respect of secondary schools for linguistic minorities as well as separate sections for linguistic minorities in other secondary schools with particular reference to pupil strength and school facilities including teachers competent to teach in minority languages should be ascertained and continued without change.

15. There was general agreement in the meeting of the Ministerial Committee of the Southern Zonal Council that provision should be made for imparting instruction in the English medium to children of migratory parents. The decision of the Committee is that the position existing on 1st July, 1958 in respect of facilities for instruction in the English medium in separate sections of recognised secondary schools should be ascertained and continued without change and the children of linguistic minority groups should be assured of the availability of places in such sections, in numbers not falling short of the position as on 1st July, 1958.

16. The provision of study of the mother-tongue as a language subject has been made in the simplified Three-language Formula adopted by the Chief Ministers' Conference of 1961, which is as follows: (a) the regional language and mother-tongue when the latter is different from the regional language; (b) Hindi, or, in Hindi-speaking areas, another Indian language; and (c) English or any other modern European language.

### PRIMARY EDUCATION

17. The subsequent paragraphs give a general review of the progress of the implementation by State Governments of the various educational safeguards at the primary stage of education as shown in Appendix VI.



### **Provision of facilities under Article 350A of the Constitution**

18. All the States, except Madhya Pradesh and Punjab, have agreed in principle to implement fully the above Constitutional provision.

19. Orders of the Madhya Pradesh Government stipulate that primary education will be available through the media of the 14 languages mentioned in the Eighth Schedule of the Constitution and Sindhi only. As mentioned in para. 21 of the Seventh Report, in the discussions the Assistant Commissioner had with the State Government officers at Bhopal, the latter agreed to modify the existing orders so that other linguistic minorities might be able to have primary education through their mother-tongues. In spite of several reminders, the revised orders of the State Government have not yet been received.

20. The Sachar and PEPSU language formulae, reproduced in Appendix XVI of the Fourth Report, regulate the use of the mother-tongue as medium of instruction in Punjab. As mentioned in para. 22 of the Seventh Report, Hindi and Punjabi are media of instruction in the Punjabi and Hindi Zones, respectively. In the erstwhile PEPSU areas, Hindi alone is the medium of instruction in the Hindi zone, and Punjabi alone is the medium of instruction in the Punjabi zone. Urdu is also a medium of instruction in some areas coming under the Sachar Formula. Thus it will be evident that the provisions of Article 350A have not been uniformly implemented throughout the State.

21. The Punjab Government have expressed the view that the provisions of Article 350A are only "directory" and not "mandatory". The Commissioner, in his Sixth Report had recommended the issuance of a Presidential directive as envisaged in para. 2 of the Government of India Memorandum of 1956, but so far the action taken by the Government of India on this recommendation has not been communicated to the Commissioner.

22. The agreed scheme of safeguards at the primary stage of education provides that arrangements must be made for instruction through the medium of mother-tongue if there are at least 40 pupils in the whole school or 10 such pupils in a class/section belonging to a linguistic group desirous of receiving primary instruction through their mother-tongue. This provision has been accepted by all the States. But in one region of Maharashtra facilities for instruction through minority languages are not available even if there are 10 or more pupils in a class/section desirous of having instruction through their mother-tongue. Similar restrictions existed in Assam, Orissa and Gujarat also.

23. These issues were taken up by the Commissioner with the respective State Governments. The Governments of Assam and Orissa have issued necessary orders to the effect that facilities for instruction through the mother-tongue will also be provided if there are 10 students in a class or section desirous of having such instruction. The Gujarat Government have also agreed to provide such

facilities. The Maharashtra Government, however, have not yet revised their stand.

24. It is felt that the Maharashtra Government should take early steps to fall in line with the all-India policy decision. Such action is all the more necessary because in the rural areas, generally the total strength of pupils in a primary school varies from 30 to 40. If the State Government insist on 40 linguistic minority pupils in such schools, it may mean virtual denial of giving instruction through their mother-tongue till cent. per cent. of the pupils in a school are of one linguistic minority group.

**Advance registration of linguistic minority pupils and departmental arrangements for inter-school adjustments**

25. To ensure that children belonging to linguistic minority groups may not be denied the educational facilities through the media of their mother-tongues on the ground that adequate arrangements do not exist in a particular school, the Commissioner in his First Report suggested that a register should be maintained in each school and the parents/guardians should apply in advance of the school session indicating the minority language through which they desire their wards to be educated. These names are to be entered in a register to enable the educational authorities to make adequate arrangements for instruction in minority languages. All the States have agreed to implement the suggestion of the Commissioner.

26. The actual maintenance of advance registers by primary schools has been reported from Madhya Pradesh, Uttar Pradesh, Bihar, Kerala, Madras, Mysore, Punjab, Rajasthan and Jammu and Kashmir. In these States there has been a considerable progress in opening the registers, but the statistics furnished by the State Governments do not give the full picture of the entire State. Though orders of the State Governments exist for maintaining advance registers, the actual progress made in opening such registers is yet to be received from Assam, Orissa, West Bengal, Andhra Pradesh, Gujarat and Maharashtra.

27. During their tours in several States, the Deputy Commissioner/ Assistant Commissioner visited some schools also. In some cases, it was noted that the purpose of advance registration was not clear to the school staff and in some cases there were no such registers. This fact was also brought to the notice of the concerned State Governments. Some of them have also taken action to make the school staff more conversant with the purpose of advance registration. The Commissioner hopes that the State Governments would take energetic action to make a success of the scheme in their States. It is felt that such action would go a long way in assessing the actual demands of linguistic minorities and provision of facilities under Article 350A of the Constitution.

28. The Ministerial Committee of the Southern Zonal Council decided that inter-school adjustments by departmental arrangements of candidates desirous of having instruction through their mother-tongue should be made so that no applicant was refused admission

on the ground that the number of such applicants was insufficient in any particular school. Such arrangements will be beneficial in an area which has got more than one school and will also be economically advantageous as it may reduce to some extent the requirements of qualified language teachers. The Governments of Andhra Pradesh, Kerala, Madras, Mysore and Rajasthan have issued orders to implement this decision.

29. It is felt that other State Governments should also issue necessary orders for departmental inter-school adjustments for the benefit of linguistic minority students.

### **Continuation of facilities without diminution**

30. The decision of the Ministerial Committee of the Southern Zonal Council that the position in respect of pupil strength and school facilities including teachers as on 1st November 1956 will be ascertained and continued without diminution except under specific orders of the concerned State Government was accepted in principle by the Chief Ministers' Conference of 1961. The Committee of Zonal Councils for National Integration in its meeting in November 1961 desired that the extent of educational facilities available for linguistic minorities in each State during the last four-five years should be ascertained so as to enable the Committee to make an objective assessment of the situation. The Governments of Madhya Pradesh, Bihar, West Bengal, Andhra Pradesh, Kerala, Madras and Mysore have issued orders for implementation of this recommendation and to ensure the continuation of the facilities which existed on 1st November 1956. The Governments of Uttar Pradesh, Orissa, Gujarat, Maharashtra, Punjab and Rajasthan have not yet issued orders for implementation of this recommendation.

31. The Assam Government have issued an order in April, 1965 directing that "no school or section imparting education in the mother-tongue of the pupils belonging to the linguistic minority group should be closed down from now on without the specific orders of the Government". It may be noted that the State Government have not fully implemented the all-India policy decision in this regard and the above order does not ensure the continuation of the facilities as existed on 1st November, 1956.

32. The Uttar Pradesh Government have said that the crucial date should be 12th August, 1961, when the Chief Ministers' Conference accepted the decision of the Ministerial Committee of the Southern Zonal Council. The State Government have been told that 1st November, 1956 was fixed with a purpose because on that date the reorganisation of States was effected. It is not clear why the Uttar Pradesh Government find it so difficult to adopt the date, which has been adopted by many States. Therefore, the State Government have been requested to implement the decision taken at an all-India level.

### **Primary education through tribal languages**

33. The difficulty put forth by States with regard to imparting of instruction through tribal languages/dialects is that text-books in these languages/dialects are not available. It is also said that

some of these dialects have no written script. The Commissioner in his earlier reports suggested that in order to discharge the Constitutional obligations of providing education in mother-tongue, at least such teachers should be appointed who could explain the lessons with the help of available text-books to the pupils in tribal languages/dialects.

34. As will be evident from the statistical data (Appendix VIII), it appears that very little progress has been made in imparting instruction through tribal languages/dialects, though many States have a sizeable tribal population. It seems that instruction through some tribal languages is being imparted in the Andaman and Nicobar Islands, Assam, Bihar and Nagaland only. In the circumstances it is felt that early steps should be taken to impart instruction through at least those tribal languages which are spoken by considerable sections of population.

35. In the statistics of 1963-64 supplied by the West Bengal Government, eight schools in Burdwan district were shown as providing instruction at the primary stage through the medium of the Santhali language. But in the statistics of 1964-65 supplied by the said Government, no primary school imparting instruction through Santhali has been shown. Clarification has been sought from the State Government about the apparent closure of Santhali medium primary schools in the district.

36. *Konkani*.—Besides tribal languages, there have been demands for instruction through Konkani in Maharashtra and Mysore, and Sourashtram in Madras. The Maharashtra Government who were approached in the matter have intimated that the question of imparting education at the primary stage in Konkani was under consideration and opening of Konkani medium sections is dependent upon standardisation of the language and production of text-books. In this connexion it may be mentioned here that the facilities for instruction at the primary stage through the medium of Konkani are being provided in Goa, Daman and Diu and more than 2,500 students there are being instructed through the medium of Konkani. Thus the Maharashtra Government should not have much difficulty in finding text-books in Konkani. It is hoped that the Mysore Government also would take early steps to introduce Konkani as a medium of instruction at the primary stage of education.

37. *Sourashtram*.—The position in regard to the Sourashtram language in Madras State has been given in detail in paras. 40 to 44 of the Seventh Report. There has been no material change in the position since then. As the language was being taught out of school hours and teachers were available, it is felt that the Madras Government should take initiative in the matter of introducing Sourashtram as a medium of instruction at the primary stage.

### **Education Statistics—Review**

38. The following comments are made on a study of the extent of the educational facilities through minority languages available in

various districts of the States as shown in Appendix VII. A comparative statement of educational facilities in minority languages available during the last three years ending 1964-65 also occurs in Appendix VIII.

#### CENTRAL ZONE

##### **Madhya Pradesh**

39. *Bengali*.—Bengali medium schools and students rose from 10 and 1,058 in 1963-64 to 18 and 2,212 respectively, in 1964-65.

40. *Gujarati*.—Though the number of Gujarati medium schools in 1964-65 remained the same, i.e., 13 as in 1963-64 the number of pupils rose from 3,052 to 3,572.

41. *Marathi*.—Marathi medium schools and pupils rose from 216 and 32,226 in 1963-64 to 234 and 34,880 respectively, in 1964-65. In Chhindwara district, there was an appreciable increase in the number of schools and pupils. There has been some decrease in the number of students in Indore, due to lesser number of admissions, and in Dhar district where it has been reported that most of the students have offered Hindi.

42. *Sindhi*.—Sindhi medium schools and students decreased from 37 and 10,169 in 1963-64 to 34 and 9,840 respectively, in 1964-65. But the number of the sections imparting instruction through Sindhi rose from 23 to 37. As reported by the State Government, the school at Baranagar (Ujjain) was closed down on the request of the Sindhi organisation, while the school at Hoshangabad was merged with a Hindi school due to non-availability of Sindhi teachers. The State Government have not assigned any reason for the closure of the Sindhi school at Raipur where the number of pupils went down from 415 in 1963-64 to 212 in 1964-65. The matter is still under investigation.

43. *Tamil*.—The lone Tamil medium school at Bilaspur was functioning in 1964-65 with no substantial change in its strength.

44. *Telugu*.—Three Telugu medium schools continued to function in 1964-65 too.

45. *Urdu*.—The Madhya Pradesh Government reported decrease in the number of teachers in Indore in 1964-65 due to lesser number of admissions. In Vidisha also enrolment decreased as some of the students left the school. In the Raigarh district there was decrease in enrolment as the guardians of the students made their own arrangements for teaching their wards. In Durg, one school was closed down due to reported non-availability of students though the number of students increased in this district from 318 in 1963-64 to 344 in 1964-65. In the State as a whole, the number of Urdu-speaking pupils increased from 33,771 in 1963-64 to 34,764 in 1964-65. There was also increase in the number of schools from 159 to 166.

## Uttar Pradesh

46. The Uttar Pradesh Government have furnished statistical data for 1964-65 in respect of 39 districts only. The information in respect of the remaining 15 districts, *viz.*, Agra, Allahabad, Farrukhabad, Gorakhpur, Hardoi, Jalaun, Jaunpur, Jhansi, Kanpur, Kheri, Lucknow, Mirzapur, Rae Bareli, Sitapur and Varanasi was not received in time.

47. The 1964-65 statistics regarding facilities for instruction through Bengali, Gujarati and Marathi have not yet been received from the State Government.

48. *Punjabi*.—According to the 1964-65 statistics, one Punjabi medium school was functioning in Dehra Dun and another in Shahjahanpur.

49. *Sindhi*.—It was mentioned in para. 60 of the Seventh Report that two Sindhi medium schools functioning in Kanpur in 1962-63 were not included in the statistics supplied by the State Government. Investigations reveal that the two Sindhi medium schools in Kanpur, which were functioning in 1962-63, continued to function during subsequent years and are still continuing as Sindhi medium schools.

50. *Urdu*.—The figures of Urdu schools, sections and pupils in the 39 districts in 1963-64, about which information is also available in 1964-65, were 1,365; 150; and 1,18,920, respectively. These figures, when compared with those of 1964-65, reveal an overall increase in the number of schools, sections and pupils. However, eight schools decreased in the district of Barabanki, five in Etawah, one in Pilibhit and six in Pratapgarh. The State Government have been requested to furnish their comments for such decrease.

## EASTERN ZONE

### Assam

51. *Bengali*.—Bengali medium schools, sections and students increased from 2,076; seven and 1,68,635 in 1963-64 to 2,142; eight and 1,75,329, respectively in 1964-65. However, seven schools closed down in Darrang and the causes of their closure are under investigation.

52. *English*.—In 1964-65, English medium schools rose to 92 with a pupil strength of 2,421 from 90 and a pupil strength of 2,394 in 1963-64. Two new English medium schools were opened in the United Mikir and North Cachar Hills district.

53. *Garo*.—In 1963-64 there were 982 Garo medium schools with 34,984 students. In 1964-65, the number of schools went up to 1,049 and the pupil strength also rose to 39,564. However, two Garo schools in Kamrup were amalgamated with neighbouring schools.

54. *Hindi*.—Hindi medium primary schools, sections and students rose from 82; 14 and 8,799 in 1963-64 to 103; 15 and 9,267 respectively, in 1964-65. However, one Hindi school was closed down in Darrang, and another in United Khasi and Jaintia Hills due to the temporary closure of the R.K. Mission L.P. School there.

55. *Khasi*.—Khasi medium schools, sections and students rose from 927; 176 and 53,830 in 1963-64 to 956; 211 and 60,496 respectively, in 1964-65. The cause for the closure of one school in Cachar is under investigation.

56. *Lushai (Mizo)*.—The number of Lushai medium schools increased by 11 to 670 in 1964-65. The number of students in these schools and one section imparting instruction through this medium went up to 53,808 from 53,728 in the previous year.

57. *Mikir*.—In 1964-65 the facilities for imparting instruction through Mikir remained almost stationary with five schools and 318 students.

58. *Manipuri (Meithei)*.—In 1964-65 there has not been any substantial change from the previous year in the number of schools and sections imparting instruction through the Manipuri language, though there has been a slight decrease in the total number of students. In 1964-65 there were 63 schools, 25 sections with a pupil strength of 6,378.

59. *Nepali*.—Nepali medium schools and students rose from 19; and 1,895 in 1963-64 to 20; and 2,155 respectively, in 1964-65. The number of sections remained the same as in the previous year. The reasons for closure of one school at Garo Hills is under investigation.

60. *Telugu*.—The single Telugu medium school, which was functioning in 1963-64, continued to function in 1964-65 also.

61. *Urdu*.—The facilities for instruction through the medium of Urdu remained stationary with two schools.

### **Bihar**

62. The Bihar Government have furnished statistical data of educational facilities of 1962-63 and 1963-64 simultaneously, which they had not furnished earlier. But the data pertains to two minority languages only, i.e., Bengali and Urdu. Though sought for by the Commissioner, the State Government have not yet furnished information regarding other minority languages like Gujarati, Oriya, Santhali, Tamil, Telugu, etc. Therefore, the assessment of primary education facilities has to be confined to Bengali and Urdu only. Despite repeated reminders, the State Government have not sent any statistical data of the year 1964-65.

63. The State Government have furnished revised figures of the year 1961-62 for Bengali and Urdu which supersede the information which the State Government sent earlier and was included in Appendix VIII of the Seventh Report. The revised figures are given below. The State Government have not said anything about the figures for Gujarati, Oriya, Santhali, Tamil and Telugu pertaining to 1961-62, and hence it is presumed that the figures in respect of these languages given in Appendix VIII of the Seventh Report do not need revision:

Language	No. of schools	Attached sections	No. of children	No. of teachers
Bengali	800	348	91,975	1,865
Urdu	3,683	1,455	2,49,287	5,939

64. *Bengali*.—Bengali medium schools, sections and pupils rose from 819; 346 and 97,707 in 1962-63 to 878; 375 and 104,260 respectively, in 1963-64. The increase over the figures for 1962-63 is 59 schools, 29 sections and 6,553 students. The number of schools rose by 10 in Hazaribagh and 49 in Singhbhum.

65. *Urdu*.—In 1963-64 there were 3,859 Urdu schools; 1,724 sections and 2,94,815 pupils in the State. This shows an increase of 110 schools, 94 sections and 9,639 students over the figures for 1962-63.

66. About the complaint mentioned in para. 74 of the Seventh Report regarding the heavy fall in the number of Oriya medium primary schools in Singhbhum district, the State Government reported that in 1964 there were 38 purely Oriya and 102 mixed Oriya schools making a total of 140. This figure is higher than that (93) of 1960-61. It was added by the State Government that the figure 93 included both purely Oriya and mixed Oriya schools.

### Orissa

67. The Orissa Government have furnished statistical data of educational facilities of the year 1963-64. In spite of repeated reminders, the information pertaining to 1964-65 is still awaited from the State Government. Therefore, the analysis of the data is based on the figures for 1963-64.

68. *Bengali*.—Bengali medium schools and students rose from 12 and 1,151 in 1962-63 to 92 and 7,044 respectively, in 1963-64, while there was no variation in the number of sections. The major increase was at Koratpur where during this year 78 schools were opened.

69. *Gujarati*.—In 1963-64 there were four Gujarati medium schools with 290 students, while in 1962-63 there were three such schools.

70. *Hindi*.—Hindi medium schools, sections and pupils recorded a steep fall from 63; 71 and 10,760 in 1962-63 to 36; 30 and 7,936 respectively, in 1963-64. The causes of such a heavy reduction are under investigation.

71. *Nepali*.—As in the past year, one Nepali school in Dhenkanal district continued to function in 1963-64.

72. *Tamil*.—The lone Tamil school in Dhenkanal district continued to function in 1963-64 as well.

73. *Telugu*.—Telugu schools, sections and students rose substantially from 109; 91 and 12,348 in 1962-63 to 159; 92 and 16,888 respectively, in 1963-64. The main increase was registered at Koraput.

74. *Urdu*.—Urdu schools, sections and students rose from 86; 165 and 11,518 in 1962-63 to 94; 168 and 12,319 respectively, in 1963-64.

### West Bengal

75. *Gujarati*.—In 1964-65, the number of Gujarati medium schools were five with 1,191 students. These figures do not include the information about the Calcutta Corporation schools and this perhaps explains the reduction in the number of students from that of the previous year.



76. *Gurmukhi (Punjabi).*—The West Bengal Government have sent a nil statement about the facilities for instruction through the medium of Gurmukhi (Punjabi) in 1964-65. In 1963-64, the State Government had reported that one school was imparting instruction to 41 students through the medium of Gurmukhi (Punjabi). The State Government have been asked to intimate the reasons for the apparent closure of the school. Their reply is awaited.

77. *Hindi.*—Hindi medium schools, sections and students rose from 536; 178 and 61,134 in 1963-64 to 601; 247 and 79,363 respectively, in 1964-65. Though the figures for 1964-65 do not include the information concerning Calcutta Corporation schools, yet the figures indicate all-round progress.

78. *Nepali.*—In 1963-64, there were 385 schools imparting instruction through the medium of the Nepali language to 36,619 students. In 1964-65, the number of schools rose to 403 and pupil strength also went up to 37,659. The increase of 18 schools was in Darjeeling.

79. *Oriya.*—In 1964-65, there were 13 schools and one section imparting instruction through the medium of the Oriya language to 1,315 students. These figures, however, do not include the information in respect of the Calcutta Corporation schools. It has, however, been noted that in 1963-64 there were two schools functioning in Howrah district with Oriya medium having 147 students and these schools have not been shown in the figures for 1964-65. The reasons for the apparent closure of these schools are under investigation.

80. *Santhali.*—The West Bengal Government have sent a nil statement about the facilities for instruction through the medium of the Santhali language in 1964-65. It may be noted here that the State Government had reported that eight Santhali medium schools with 195 students were functioning in 1963-64. The State Government have not indicated the reasons why these eight Santhali medium schools were not shown in the statistics for 1964-65. Santhali is a tribal language and West Bengal was one of a couple of States offering facilities for instruction through this language. The West Bengal Government have been asked to indicate the reasons for discontinuance of these facilities and their reply is awaited.

81. *Tamil.*—The State Government reported that two schools with Tamil medium with a strength of 426 students were functioning in 1964-65. However, these figures do not include the schools run by the Calcutta Corporation. There is an increase of one school during the year.

82. *Telugu.*—In 1964-65, there were 18 schools, nine sections with 3,763 students imparting instruction through the medium of the Telugu language. This shows an increase in the facilities over the figures of the previous year. The figures for 1964-65 do not include the Calcutta Corporation schools.

83. *Tibetan.*—Five Tibetan medium schools continued to function in 1964-65.

84. *Urdu*.—There were 189 Urdu medium schools, 123 sections and 13,790 students in 1964-65 as against 205 schools, 104 sections and 14,824 students in 1963-64. The State Government have said that the figures of the Calcutta Corporation schools have not been included in the 1964-65 statistics. A request has been made to them for supplying these figures as well. A correct appraisal of the facilities will be possible when the full information is received. However, it may be mentioned here that six new schools were opened in Burdwan, one each in Hooghly and Murshidabad, and five in West Dinajpur.

85. In para. 80 of the Seventh Report, a mention was made about the reduction of facilities for instruction through the medium of Urdu in Howrah district during 1961-62. The West Bengal Government have now clarified that the fall in the number of primary schools from eleven to eight was shown due to the fact that out of the eleven Urdu schools functioning in 1960-61 actually three were bilingual. In these three schools, there was a preponderance of Urdu-speaking students and they were shown as Urdu schools. In 1962-63, there occurred such a fall in the roll strength of Urdu-speaking students that these schools ceased functioning as Urdu schools altogether, but as there was a considerable number of Hindi-speaking students on the rolls of these schools, these started functioning exclusively as Hindi schools from 1962-63.

#### SOUTHERN ZONE

##### Andhra Pradesh

86. There have been some noticeable fluctuations in the facilities for instruction through the media of minority languages i.e. Gujarati, Hindi, Kannada, Marathi, Oriya, Tamil and Urdu in this State during 1964-65 compared with those in the previous year.

87. *Gujarati*.—In 1963-64, there were four schools, 13 sections imparting instruction through the medium of Gujarati language to 1,276 students. In 1964-65 the number of schools was four, the number of sections was reduced to five and consequently the student strength also went down to 1,012.

88. *Hindi*.—In 1963-64, there were 34 schools, 33 sections with a student strength of 7,492 imparting instruction through the medium of Hindi language. In 1964-65 there were 28 schools, 85 sections and 9,727 students. This shows a decrease of six schools while the number of sections imparting instruction through Hindi has increased substantially. The number of students also shows an increase.

89. *Kannada*.—There has been substantial reduction in the facilities for instruction through Kannada medium during 1964-65. In 1963-64 there were 59 schools, 39 sections with 6,746 students. In 1964-65 the figures were three schools, 19 sections and 1,051 students. This shows a decrease of 56 schools, 20 sections and 5,695 students.

90. *Marathi*.—In 1963-64, there were 161 schools, 129 sections imparting instruction to 6,913 students through the medium of Marathi. In 1964-65 there were 110 schools, 153 sections with a pupil strength of 8,532. There is a decrease of 51 schools while there is a little increase in the number of sections and the student strength.

91. *Oriya*.—In case of facilities for instruction through Oriya medium, there has also been a major decrease during 1964-65. In 1963-64 there were 110 schools, 236 sections imparting instruction through the medium of Oriya language to 10,813 students. In 1964-65, there were 39 schools, 95 sections with a student strength of 4,314. This shows a decrease of 71 schools, 141 sections and a reduction of 6,499 in the pupil strength during 1964-65. The State Government have not indicated any reasons for the decreases in the facilities for instruction through the medium of Oriya language.

92. *Tamil*.—In 1963-64, there were 81 schools, 20 sections with a pupil strength of 10,377. In the course of 1964-65, the number of schools was reduced to 32 though the number of sections increased to 36 and the pupil strength went considerably down to 6,302. The State Government have not communicated any reasons for the closure of 49 Tamil medium schools in the State.

93. *Urdu*.—In 1963-64, there were 1,102 schools, 1,139 sections with 1,56,603 students. In 1964-65 the number of schools was reduced to 887, the number of sections imparting instruction through Urdu medium increased to 1,298 and the pupil strength went down to 1,53,765.

94. The Commissioner views with alarm the substantial decreases in the educational facilities through the media of minority languages indicated in the aforesaid paragraph. In the absence of reasons for the decreases, it is difficult to understand how and why the facilities have been reduced drastically during the course of one year. The closure of existing schools/sections handicaps the linguistic minorities as even earlier the number of schools/sections providing for instruction through minority languages were generally inadequate. The Commissioner suggests that the State Government may earnestly investigate these decreases and furnish a detailed reply giving the reasons for the decreases in the number of schools and sections.

## **Kerala**

95. The Kerala Government have furnished the statistical data in respect of educational facilities for the years 1962-63, 1963-64 and 1964-65 simultaneously. A comparison of the figures shows that there has been generally a progressive increase in the facilities for education through the media of Kannada and Tamil languages. The figures for facilities for instruction through the medium of English language for the year 1964-65 have not been furnished and the State Government have stated that English language is taught in all the schools as language subject and in most of the schools as medium and therefore, it is not treated as minority language in the State.

96. *Kannada*.—The number of Kannada schools in Cannanore district during 1964-65 was 145 and 11 sections with pupil strength of 24,396. This shows an increase of 3 schools in this district over the previous year.

97. *Tamil*.—In 1963-64, there were 38 schools and 273 sections imparting instruction through the medium of Tamil language to 17,259 students. In 1964-65 the number of schools was 40, sections 283 and the student strength 17,070. The facility for instruction through Tamil shows increase of one school each in Kottayam and Palghat and increase in the number of sections in Quilon and Palghat. A few sections, however, imparting instruction through Tamil medium were reduced in Trivandrum and Kottayam. The State Government have intimated that decrease in the number of sections is due to reduction in the number of enrolled students.

### **Madras**

98. *Gujarati*.—There were four schools and five sections in 1964-65 imparting instruction through Gujarati medium to 1,345 students. The facilities show an increase of one new school at Coimbatore.

99. *Hindi*.—There is a distinct improvement in the facilities through Hindi medium in the State during 1964-65. There were five schools and ten sections imparting instruction to 1,782 students through the Hindi medium. This shows an increase of one school each in Madras and Chingleput.

100. *Kannada*.—In 1964-65, the State Government have reported one school and 27 sections imparting instruction to 519 students through the medium of Kannada in the Nilgiris district. The State Government have not furnished the data of facilities of education through Kannada medium in Salem and Coimbatore districts where in 1963-64 six schools and 37 schools were functioning respectively. The State Government may kindly investigate whether the figures pertaining to these districts have been omitted inadvertently or the facilities for education through this medium were stopped in Salem and Coimbatore districts.

101. *Malayalam*.—In 1964-65, there were 34 schools and 878 sections imparting instruction through Malayalam to 28,176 students. The number of schools increased by three schools in Coimbatore district, by one school in Nilgiris district, by six schools in Salem district and by four schools in Tirunelveli district. A decrease of six schools in Kanya Kumari and one school in Madras was noticed. The State Government have not given the reasons for decrease in the number of schools. An enquiry has been made from them.

102. *Marathi*.—The State Government have not indicated the facilities through Marathi medium during 1964-65. In 1963-64 there was one school imparting instruction to 41 students in Madras district. A report is awaited from the State Government.

103. *Telugu*.—In 1964-65, there were 465 schools, 422 sections imparting instruction through Telugu medium to 66,305 students. Though there was a decrease of 12 schools, the student strength increased appreciably. The decrease in schools was noticed by one school in Madras district, by 21 schools in North Arcot district and by three schools in Salem district. The number of schools increased by 11 in Chingleput district and by one in Madras district. The Government of Madras have not indicated the reasons for the decrease in the number of schools particularly the sharp decline in North Arcot district. The State Government have been addressed to indicate the reasons.

104. *Urdu*.—In 1964-65, there were 134 schools, 58 sections imparting instruction to 19,467 students through Urdu medium. In 1963-64 there were 231 schools and 81 sections with 33,848 students. Thus there has been a substantial reduction in the educational facilities through the medium of Urdu in the State. A noticeable decrease in the number of schools was reported in North Arcot district by 44 schools, in South Arcot district by 41 schools, in Salem district by seven schools and in Thiruchirapalli district by three schools. In case of Coimbatore, no information has been made available, if it is not to be surmised that this district was devoid of educational facilities through Urdu during 1964-65. The increase of one school is reported in Thanjavur district. The total number of pupils has consequently gone down. The large scale reduction in the facilities deserves a special investigation by the State Government for finding out the factors responsible for this.

### **Mysore**

105. The statistical data furnished by the Government of Mysore for 1964-65 was incomplete and the State Government have been requested to furnish the statistical review according to the prescribed proforma. They had furnished the information pertaining to 1963-64 in 1965 which could not be included in the Seventh Report. A comparison of the facilities is, therefore, based on the figures for 1963-64.

106. *English*.—In 1962-63, there were 31 schools with 6,976 students in the State imparting instruction through the medium of English. In 1963-64 there were 39 schools imparting instruction to 10,057 students. The increase in the number of schools is five in Bangalore City and one at Dharwar. The State Government have also reported the functioning of three English medium schools in Bangalore district which was not reported in the previous year's statistics. One school was, however, reduced in Kolar district. The State Government have not stated the reasons for the closure of one English school in Kolar and they have been requested to indicate the reasons therefor.

107. *Gujarati*.—In 1963-64, there were five schools imparting instruction to 791 students through Gujarati medium. An increase of one Gujarati medium school in Dharwar was reported.

108. *Hindi*.—There were 14 schools and three sections in 1963-64 imparting instruction to 1,667 students through the medium of Hindi. This shows an increase of six schools, five in Bangalore and one in Bidar district.

109. *Malayalam*.—In 1963-64, the number of Malayalam schools was nine with 959 students. This shows an increase of three schools over the figures for the previous year in Kolar district.

110. *Marathi*.—In 1962-63, there were 831 schools, 269 sections imparting instruction through the medium of Marathi to 1,20,228 students. In 1963-64 the number of schools rose to 850 and the number of sections was 250 imparting instruction to 1,20,009 students. The number of schools increased by three in Dharwar district, by three in North Kanara and by 16 in Bidar district. Three Marathi medium schools were however closed down during the year in Gulbarga district. No reasons have been communicated by the State Government for the closure of these schools and they have been addressed to communicate the same.

111. *Tamil*.—In 1962-63 there were 216 Tamil medium schools with 58,971 students. In 1963-64 the number of schools rose to 227 with a student strength of 60,391. The increase in the number of schools is reported in Bangalore City by three schools, in Bangalore district by 15 schools, in Shimoga district by one school and in Bellary district by two schools. The reduction in the number of schools was noticed in Kolar district by eight schools and in Mysore district by two schools. The Government of Mysore have not indicated any reasons for the decrease in the number of schools in these districts. They have been addressed to indicate reasons for the closure of these ten schools.

112. *Telugu*.—In 1962-63, there were 70 schools, 24 sections imparting instruction through the medium of Telugu to 13,649 students. In 1963-64 there were 83 schools and 4 sections imparting instruction to 16,581 students. There has been an increase of 13 schools but the number of sections has gone down. However, there has been a substantial increase in the number of Telugu medium students. The increase in the number of schools is reported in Bangalore district by one, Dharwar district by one, and Bellary district by 16. The marked decrease of five schools and 21 sections has been reported in Gulbarga district and the State Government have been approached to communicate the reasons for the decrease in the facility through the Telugu medium in Gulbarga district.

113. *Urdu*.—In 1962-63, there were 2,398 schools, 351 sections with a pupil strength of 2,66,370. In 1963-64 the number of schools was 2,436, the number of sections 84 though the pupil strength was reduced to 2,45,883. The increase in the number of schools has been reported in Bangalore district by eight, in Tumkur district by 48, in Chikamagalur district by four, in Shimoga district by 14, in Kolar district by one, Mysore district by four, Bijapur district by two, Bellary district by 10 and Raichur district by four. It is noticed

that the number of schools has been reduced in Chitradurga district by two, Hassan district by two and Coorg district by one. The decrease in the facilities for instruction through the medium of Urdu language is most pronounced in Gulbarga district where a reduction of 52 schools and 221 sections has been noticed. The fall in the student strength in the Urdu medium schools was extremely precipitate in this district, i.e., from 30,326 students in 1962-63 the student strength came down to 1,715. The State Government have not communicated the reasons for the decrease in the number of schools and have been addressed to communicate the same to the Commissioner.

#### WESTERN ZONE

##### Gujarat

114. The State Government have furnished the statistical data for the years 1961-62, 1962-63 and 1963-64, recently. The State Government have not furnished the data for the year 1964-65. The data in respect of 1961-62 and 1962-63 relate only to Hindi, Bengali, Marathi and Urdu languages. Compared to figures of 1960-61, there appeared to be substantial reduction in the facilities for instruction through the media of Hindi, Sindhi and Urdu. The matter has been referred to the State Government for clarification.

115. *Bengali*.—In 1963-64 one Bengali medium school with 102 students continued.

116. *English*.—In 1963-64, there were seven schools imparting instruction to 2,031 students.

117. *Hindi*.—In 1963-64, there were 22 schools with 10,540 students.

118. *Marathi*.—In 1963-64, there were 202 schools and two sections with a student strength of 20,704 imparting instruction through the medium of Marathi.

119. *Sindhi*.—In 1963-64, the State Government have reported 42 schools and one section imparting instruction through the medium of Sindhi to 19,703 students.

120. *Urdu*.—In 1963-64, there were 57 Urdu medium schools imparting education to 30,622 students.

121. *Tamil, Telugu and Malayalam*.—The State Government have communicated the number of students under these languages but have not given the number of schools/sections functioning in the State in these media. A reference has been made to the State Government.

122. No remarks are made about increase or decrease of facilities because figures for 1964-65 are still awaited from the State Government.

##### Maharashtra

123. The State Government have furnished the statistics for 1963-64, but have not sent the figures for educational review for 1964-65. The State Government have also sent the revised figures of educational statistics for 1962-63. These revised figures supersede the

figures for 1962-63 which were included in the Seventh Report. The revised figures can be seen in Appendix VIII.

124. *Bengali*.—In Bengali, the facilities remained stationary in 1963-64. There were five schools imparting instruction through the medium of Bengali to 497 students. However, an appreciable decrease in the number of teachers was noticed.

125. *English*.—In 1963-64, there were 267 schools, and one section imparting instruction through the medium of English to 89,435 students. There has been an overall increase in facilities through the medium of English and the number of schools increased in Greater Bombay by 28, Thana district by one, Jalgaon district by one, Poona district by two and Bandra district by one.

126. *Gujarati*.—The facilities in Gujarati continued practically unchanged in 1963-64 though there was a slight decrease in the number of students. There were 404 schools, three sections imparting instruction to 1,14,687 students. The increase of one Gujarati medium school was noticed in Poona while in Greater Bombay the number of schools went down by one.

127. *Hindi*.—In 1963-64, there were 414 schools; 19 sections imparting instruction to 86,718 students through Hindi medium. The increase in the number of schools was noticed in Greater Bombay by five, Thana district by one, Dhulia district by one, Yeotmal district by one and Aurangabad district by two. The decrease in the number of schools was noticed in Nasik district by one; Chandrapur district by 10; Osmanabad district by one and Bhandara district by one. In Kolaba district there was one Hindi medium school in 1962-63. No Hindi medium school has been shown in this district in 1963-64 and it is surmised that the school was closed down. The total number of students, however, shows an increase though there was an overall decrease of four schools in Hindi medium.

128. *Iranian*.—The facilities practically remained stationary during 1963-64. There were two schools imparting instruction to 148 students.

129. *Kannada*.—In 1963-64, there were 243 schools and one section imparting instruction to 27,234 students through the medium of Kannada. This shows an increase in the number of schools in the Greater Bombay by three; Sangli district by three; Sholapur district by five. In Kolhapur district there was a decrease in the number of schools by one and the lone Kannada medium school in Osmanabad appears to have closed down.

130. *Malayalam*.—There is practically no change in the educational facilities through Malayalam. In 1963-64 there were nine schools imparting instruction to 728 students through Malayalam.

131. *Sindhi*.—There were 81 schools, two sections imparting instruction to 26,433 students through the medium of Sindhi in 1963-64. The facilities show a slight increase in the number of students. The increase in schools is indicated in Thana district by two schools while a decrease of one school is noticed in Greater Bombay.



132. *Tamil*.—In 1963-64, there were 60 schools imparting instruction to 10,681 students through the Tamil medium. The facilities remained practically unchanged though an increase of two schools in Greater Bombay and decrease of three schools in Poona district was noticed.

133. *Telugu*.—There was a decrease in the number of schools but there was a distinct improvement in the students strength in the Telugu medium schools. In 1963-64, there were 84 schools, and four sections imparting instruction to 8,401 students. The increase in the number of schools was noticed in Greater Bombay by three, Poona district by two and Nanded district by one.

134. *Urdu*.—In 1963-64 there were 1,474 schools and 94 sections imparting instruction through the medium of Urdu to 2,54,882 students. This shows an appreciable increase in the number of schools and students over the figures of 1962-63. The increase in the number of schools is as follows :—

Greater Bombay	..	2 schools
Colaba district	..	7 schools
Nasik district	..	7 schools
Jalgaon district	..	12 schools
Ahmednagar district	..	2 schools
Sangli district	..	4 schools
Sholapur district	..	1 school
Buldana district	..	6 schools
Kolhapur district	..	1 school
Akola district	..	13 schools
Yeatmal district	..	2 schools
Amraoti district	..	1 school
Nagpur district	..	3 schools
Chandrapur district	..	1 school



The decrease in the number of schools was noticed in Ratnagiri district by one; Poona district by two and Parbhani district by one.

135. The Government of Maharashtra have not assigned any reasons for decrease in the number of schools and teachers as indicated in the foregoing paras. They have stated that no specific reasons for variations can be given. It is felt that it should not be difficult for the State Government to find out the specific causes leading to decrease in the facilities. In this connection attention is invited to Southern Zonal Council's decision which was re-affirmed by the Chief Ministers' Conference of 1961, that no facilities previously available should be reduced and wherever possible further facilities should

be given. The stand taken by the State Government, therefore, goes against this recommendation. The State Government should, therefore, reconsider the matter and furnish the reasons for reduction in facilities.

### **Punjab**

136. The State Government have furnished the statistical data for 1964-65 in respect of facilities for teaching of Bhoti, Nepali and Urdu languages in the State. It may be mentioned that statistics for earlier years were not furnished by the State Government.

137. In 1963-64 there were 24 schools with 429 students teaching Bhoti as additional/optional language subject, two schools with 209 students teaching Nepali as additional/optional subject and 153 schools teaching Urdu to 2,711 students as additional/optional subject.

### **Rajasthan**

138. *Gujarati*.—In 1963-64 there were two Gujarati medium schools with 30 students in Sirohi district, but in 1964-65 there was only one school in the district with 23 students. The State Government have been requested to send their comments on the closure of one school.

139. *Punjabi*.—In 1964-65 the number of Punjabi medium schools in Ganganagar district rose to four with 860 students from two schools with 446 students in 1963-64.

140. *Sindhi*.—The figures regarding Sindhi medium schools and sections for 1964-65 received from the Rajasthan Government do not contain those of Jodhpur district. In 1964-65 there were 69 schools and 123 sections imparting instruction through Sindhi to 8,490 students, whereas in 1963-64 there were 70 schools, 46 sections and 9,081 students in the State. The causes of decrease of two schools in Jaipur and one at Karauli are under investigation. There was one school each in Pali and Bikaner districts which were not shown in the statistics of 1964-65. The State Government have been requested to indicate the reasons for the apparent closure of these schools. Increase in the number of schools occurred at Kota—nine, and Bhilwara—two

141. *Urdu*.—The figures regarding Urdu medium schools and sections for 1964-65 received from the State Government do not contain those of Jodhpur district. Even not counting the number of Urdu medium schools and sections of Jodhpur district in 1963-64, the statistics of the rest of the State were 62 schools and 93 sections. In 1964-65 these figures dropped down to 50 schools and 87 sections. In 1964-65 two schools decreased in Jaipur; five in Karauli; four each at Sikar and Jhunjhunu and five in Udaipur. At the same time five schools increased in Kota and one each at Ganganagar, Nagaur and Pali. The causes of decrease in the number of schools are under investigation. Here, it may be noted that the number of students getting instruction through Urdu rose to 9,921 in 1964-65 from 6,000 of the previous year.

## COMPLAINTS

142. A gist of the complaints received from linguistic minorities of various States pertaining to primary education is shown in Appendix IX.

## CENTRAL ZONE

**Madhya Pradesh**

143. In para 113 of the Seventh Report a reference was made regarding a complaint about non-opening of a Sindhi primary school in Umaria (Shahdol). The Madhya Pradesh Government, with whom this complaint was taken up, have stated that a primary school has already been opened at Umaria for imparting instruction through the medium of Sindhi language. In the same para, a reference was also made about the stoppage of instruction through the medium of Sindhi in the School at Bhatapara due to transfer of Sindhi-knowing teachers. The State Government have agreed that if a written demand is received from the guardians of the students and there are adequate number of students, facilities for instruction through Sindhi can be provided. The representationist was informed accordingly and nothing further was heard from him.

**Uttar Pradesh**

144. The complaint about the absence of primary education facilities through Urdu and inadequacy of grants-in-aid to Islamia schools and Maktabas in Etah district was mentioned at (a) on page 153 of the Seventh Report. The issue was taken up with the Uttar Pradesh Government who have reported that there are 18 primary schools in the district including two in the Etah municipality area, where the medium of instruction is Urdu. The State Government have also said that the Etah Zila Parishad gives monthly aid to 12 Maktabas.

145. The complaint about absence of arrangements for imparting education through Urdu in the Haraha Girls' School and the Pakka Bazar Girls' School, Varanasi, although Urdu speaking pupils were preponderant there, was mentioned at (b) on page 153 of the Seventh Report. The Uttar Pradesh Government, with whom the matter was taken up, have stated that facilities for teaching Urdu in classes I to V exist in both the Girls' Schools. The District Inspector of Schools, Varanasi, has also clarified that teaching in Girls' Primary Schools is being done through the medium of Urdu.

146. Investigations were made on the complaint mentioned at (d) on page 153 of the Seventh Report that facilities for education through Urdu were not being provided in the N.E. Railway Primary School, Gorakhpur. After an enquiry the Railway Ministry has reported that the guardians of only 34 students opted for instruction of their wards through the medium of Urdu and the class-wise break-up of such students did not justify provision of instruction through the medium of Urdu.

147. In their reply to the complaint mentioned at (e) on page 153 of the Seventh Report that the funds allotted to Islamia schools and Maktabas were being diverted to other primary schools, the Uttar Pradesh Government have stated that the Islamia schools and Mak-

tabs come under primary education and no separate head for grants for such schools is now being maintained. The grants for primary schools as well as Islamia schools and Makhtabs are being paid from the same account head.

148. As mentioned at (f) on page 154 of the Seventh Report, Urdu-speakers of Varanasi complained against non-provision of instruction through the medium of Urdu in the schools under the Municipal Corporation, Varanasi. The matter was taken up with the State Government, who have stated that out of the 110 junior basic schools under the Municipal Corporation, Varanasi, orders have been issued for teaching Urdu in 25 schools and five girls' schools. On further enquiry it is revealed that teaching in the girls' primary schools is being done through Urdu medium, while in junior basic schools for boys Urdu is being taught as a language subject. Such non-provision of facilities for teaching through Urdu medium in the junior basic schools for boys goes against the agreed scheme of safeguards for linguistic minorities and this fact has been brought to the notice of the State Government.

149. A report from the State Government on the complaint mentioned in para 115 of the Seventh Report about the absence of arrangements for teaching Urdu in a primary school at Madanpura village in Deoria is still awaited.

#### EASTERN ZONE

##### Assam

150. Investigations were made on the complaint mentioned at (a) on page 154 of the Seventh Report that no arrangements were being made for instruction through Bengali in the lower primary school being opened at Burnihat, though arrangements were being made to impart education through the media of Assamese, English, Hindi and Khasi. The Assam Government have stated that there is no regular L.P. school at Burnihat, but some sort of coaching classes are being run for 35 Assamese-speaking, 20 Bengali-speaking and 11 Hindi-speaking children. This facility has been started from February, 1966 only. The State Government have added that this area is within the jurisdiction of United Khasi and Jaintia Hills District Council and it is for them to decide the question of media of instruction, taking over the school and providing necessary facilities to it.

151. The issue of inadequate grants-in-aid to the Kalibari Bengali Primary School, Sarupather, Sibsagar district, mentioned at (b) on page 154 of the Seventh Report was taken up with the Assam Government. The State Government have said that this school was given a non-recurring grants-in-aid of Rs. 1,000 in 1965-66, and that due to shortage of funds at the disposal of the State Elementary Education Board no additional teacher could, however, be sanctioned for this school. It has further been clarified that no discrimination has been made in the matter of grant-in-aid to this school or sanctioning of additional teachers keeping in view the limited resources available with the State Government. The representationist has been informed accordingly.

152. The complaint about inadequate schooling facilities for Manipuri pupils in the State mentioned at (c) on page 154 of the Seventh Report was referred to the State Government in 1964. In spite of repeated reminders, the comments of the State Government on the issue have not yet been received.

153. In para 116 of the Seventh Report, a reference was made about the complaints received against the provisions of the Assam Elementary Education Act, 1962, alleging that the Act virtually took away the powers of the management of the institutions established and run by the linguistic minorities. This issue was taken up with the Assam Government. The State Government considered the issue in consultation with their Law Department and have reported that some amendment to the Act to meet the objections of the linguistic minorities, is under consideration of the State Government.

154. As mentioned in para 117 of the Seventh Report, the complaint from a member of the State Legislature that 116 schools established and administered by linguistic minorities were not receiving grants-in-aid from the State Government was sent to the Assam Government in May 1963. The State Government have now said that the Board of Elementary Education takes over every such school and pays the salary of the teachers, etc. They have added that in 1963-64 alone 117 teachers were sanctioned for Nowgong, Dibrugarh, Tinsukia and Tezpur for taking over Bengali medium schools or Bengali sections attached to High or M.E. schools. It may be stated here that the 116 schools mentioned in the complaint were in the districts of Nowgong, Goalpara and Darrang. Therefore, the State Government's reply does not fully provide an answer to the issue raised in the complaint. Therefore, the State Government have been requested to intimate without further delay the position pertaining to each school mentioned in the complaint.

155. In reply to the complaint that even in places where linguistic minorities were concentrated in large numbers, only Assamese medium schools were being run with the result that the pupils belonging to either linguistic groups had no other option but to join these schools, the State Government have informed the Commissioner that the school at East Nandlalpur was started with Assamese as medium of instruction by the people themselves and when the school was taken over by the Board, there was no change of medium. The State Government have added that recently there has been some demand to switch over to Bengali medium and the matter is under their consideration.

156. About the allegation that there has been pressure from Government quarters for changing the medium of instruction into Assamese, the State Government have clarified that there has been no case of conversion from one medium to another in the Hojai area. The representationists have been informed accordingly.

157. The complaint mentioned in para 121 of the Seventh Report that even the schools established by the Relief and Rehabilitation Department for the benefit of the Bengali-speaking refugees were

converted into Assamese medium schools by the State Government is still under the examination of the State Government.

### **Bihar**

158. As mentioned at (a) on page 154 of the Seventh Report, the complaint about non-sanction of grants-in-aid by the Bihar Government or the Chakradharpur Municipality to the Town Urdu Girls' Lower Primary School, in spite of the fact that the school was recognised in 1948, was taken up with the State Government. They have reported after enquiry that this school had 86 girl students and there were three teachers on its staff. These teachers were not being paid according to the prescribed scale of pay by the managing committee of the institution. However, the State Government have asked the Chakradharpur Municipality to consider the case of the school at the time of the next distribution of teacher units.

159. As mentioned at (d), (e), (f) and (g) on pages 155 and 156 of the Seventh Report, the Bihar Riyasati Anjuman-Taraqqi-Urdu, Patna had made a complaint in the beginning of 1964 about non-provision of grants-in-aid to 115 Urdu primary schools; changing of the medium of instruction from Urdu to Hindi in 34 primary schools though the pupils there were predominantly Urdu-speaking; closure of 23 Urdu primary schools on account of sending away their teachers for training under a Government scheme without appointing substitutes, and appointment of Hindi teachers against Urdu units sanctioned for the primary schools at Badiya Badhanpur, Kanthu, Salimpur, Sidhapuli, Madhura, Habibpur and Sadasheopur. This complaint was sent to the State Government in March 1964 and after repeated reminders, an interim reply was received in June 1966 from the State Government stating that the matter was under their consideration. These complaints were very specific and the complainant had indicated the names of the concerned schools. It is, therefore, felt that there should not have been much difficulty for the State Government in looking into these for sending their comments to the Commissioner. It is hoped that the State Government would expedite the matter and send their report on the issues without further delay.

160. The complaint about non-recognition of the Bengali medium girl's school at Kumardhubi, Dhanbad district, mentioned at (h) on page 156 of the Seventh Report, was referred by the State Government of the District Inspectress of Schools, who is the competent authority to pursue the matter with the Board of Secondary Education, provided the school fulfils all the conditions of recognition.

### **Orissa**

161. The demand for instruction through Hindi made by the residents of 103 villages in Kalahandi district was mentioned in paras. 125 and 126 of the Seventh Report. The Orissa Government was told that in view of the numerous written representations received in this connection, it was felt that there was a sizeable demand for instruction through Hindi in these villages. The State Government were requested to implement the scheme of advance registration of linguistic minority pupils. A final report in the matter is

still awaited from the State Government. As already much time has elapsed, it is felt that early action would be taken by the State Government.

162. The absence of facilities for primary education through Telugu medium in some villages neighbouring Gopalpur (Ganjam district) has been mentioned in para. 130 of the Seventh Report. It was also said that about 60 to 90 per cent of the population in these villages were Telugu speakers. The State Government admit that the coastal areas of Gopalpur and a portion of Parlakimedi taluk are major Telugu-speaking areas. Primary schools are established in each village or in a group of villages where the population is 300 irrespective of the fact whether the areas are purely Telugu-speaking or bilingual areas. In the villages where Telugu-speaking population is above 60 per cent, Telugu schools are opened and where the Telugu population is above 30 per cent, bilingual schools (Oriya and Telugu) are provided. In this connection the attention of the State Government has been invited to the policy decision that facilities for education through the medium of a minority language at the primary stage is to be provided if there are 40 pupils in a whole school or 10 such pupils in a class/section desirous of receiving instruction through their mother-tongue. It is felt that the State Government should adhere to this criterion for providing facilities for instruction through the medium of Telugu. For assessing the demands for instruction through different mother-tongues, the State Government should implement without further delay the scheme for advance registration of linguistic minority pupils in all schools as stressed in para. 127 of the Seventh Report.

### **West Bengal**

163. A demand for recognition of the primary school set up by the Andhra Samithi of Titagarh at Sodepore, 24-Parganas, for the benefit of Telugu-speaking children was mentioned on page 157 of the Seventh Report. The West Bengal Government, with whom the matter was taken up by the Commissioner, accorded recognition to the school.

164. A complaint by Urdu-speakers was mentioned in para. 133 of the Seventh Report that in spite of the State Government circular for advance registration of linguistic minority pupils, several schools had not implemented the scheme. The matter was referred to the State Government whose final reply is still awaited.

### **SOUTHERN ZONE**

#### **Andhra Pradesh**

165. The Oriya-speakers of Srikakulam district had complained of the absence of Oriya schools or Oriya sections in the existing Telugu schools in the villages under Pathapatnam, Tekkali, Sompeta, Ichchapuram taluks even though requisite number of such pupils was available. The reply of the State Government does not meet these complaints. Since Oriya-speakers in Srikakulam district are mainly

concentrated in these Taluks, the State Government may make an assessment of the demand for instruction through Oriya medium in the villages under these taluks and provide necessary facilities.

166. It was alleged by Oriya-speakers that the parents of Oriya children in village Gouda, Srikakulam district are being forced to submit application that their wards were to be educated through Telugu. The State Government have communicated that to avoid such complaint they have enforced the opening of registers for advance registration of linguistic minority pupils desirous of instruction through their minority languages at the primary stage of education in the State. The managements of the elementary schools under private management have again been instructed to follow this procedure. To ensure compliance a report has been called for by the State Government from the office of the Director of Public Instruction, Andhra Pradesh.

167. The reply from the State Government to the complaint about establishment of Telugu schools in Panchayat Samithi Mandasa in villages Bondikaro, Cheepi, Chikinigam, Khilloi, Mandagam, Sariyapalli and Makumpur where Oriyas reside in large numbers and about the non-appointment of Oriya teachers in Tekkalipatnam, Pedenchala and Takkali town Harijan school and Nakhaputka villages, has not been received so far.

168. A complaint was made that though orders were received from the Education Department for opening of Urdu Primary classes at Konapart taluk, Tatkunda, Tadikunda and Badra, no classes for instruction through Urdu were opened. The first reference in the matter was made to the State Government in October 1964 but so far no final reply on this point has been received, though reminders have been sent.

169. The Tamil speakers had complained that in the Tamil elementary school, Puttur, there were only three trained Tamil teachers out of the sanctioned strength of seven. The remaining four were Telugu trained teachers. The State Government reported that out of seven teachers in this school four teachers are Tamil trained and the other three teachers are Telugu trained but know Tamil for teaching the students. One of these Telugu trained teachers is in service since 1946 and knows Tamil like his mother-tongue. It has been further reported that for want of Tamil trained teachers the Telugu trained teachers have not been replaced. The Secretary, Zilla Parishad, had been addressed to allot Tamil trained teachers to Puttur Panchayat Samithi.

170. As mentioned in para 136 of the Seventh Report, the Assistant Commissioner who visited Srikakulam district reported that the recommendation regarding advance registration which had been accepted by the State Government was not being implemented in action. The State Government have reported that instructions for opening of registers for advance registration of pupils of linguistic minorities desirous of obtaining instruction through the media of



their mother-tongues have already been issued. The inspecting officers have again been asked to issue similar instructions to private institutions. The instructions for departmental adjustment of linguistic minority students have also been issued to ensure that no such applicant is refused admission on the ground of insufficient number of applicants in any school. To ensure compliance, the State Government have called for the report regarding advance registration from the Director of Public Instruction.

### **Kerala**

171. The representatives of Kannada-speakers in Kasaragode area had complained that several primary schools at Kasaragode area were closed down by educational authorities on the grounds of non-economic strength with the result that there was not even a single primary school in some of the villages. The State Government to whom this complaint was referred have stated that no lower primary school in Kasaragode area had been closed down this year on the ground that it is non-economic. The reply was received from the State Government in March 1965 and is qualified by the stipulation that school facilities have not been curtailed during the year 1964-65 on the ground that it is uneconomic. The complaint is specific and the latter part of the complaint has not been answered. It is felt that the State Government should clarify whether any primary school in the Kasaragode have been closed down during the last three years—1963, 1964 and 1965 on the ground of non-economic strength or otherwise and communicate the position to the Commissioner.

172. These representatives had also complained about abolition of educational facilities in Kannad in Udma and other places of Hosdurg taluk. The Government of Kerala have stated that allegation is vague and if any specific case of withdrawal of facilities for education through Kannad medium is brought to their notice necessary action will be taken.

173. A complaint was received that there are about 50 Kannada students in G.U.P. School, Kundunkuzhi, Bedadka village of Kasaragode taluk but no facilities have been given for instruction through Kannad medium. The matter was referred to the Kerala Government and they have communicated that no application or request for opening of Kannada parallel division in Government primary school Kundunkuzhi was received at the commencement of the session. The application for opening of parallel sections was received in mid-session and therefore could not be considered. The State Government assure that the request will be considered for the next school year.

174. The Kannada-speaking representatives of Kasaragode area had also made a request for the continuance of fifth standard in Badoor Parmeshwari A.L.P. School, having strength of 13 students. The Government of Kerala have communicated that the State Government are shifting fifth standard from L.P. School to the U.P. School or High School in accordance with their G.O. No. 242/61 EDN, dated 4th May 1961. In pursuance of these orders fifth standard of some of the L.P. Schools are being progressively shifted to U.P. School or High School with U.P. Section. This does not entail cur-

tailment of educational facilities for primary education enjoyed by the linguistic minorities. They have clarified that in 1964-65 the Government of Kerala ordered the retention of standard fifth in those schools which had retained fifth standard in 1963-64.

175. A request was received for opening of more Tamil primary schools in compact areas where Tamilians are in large majority. The Government of Kerala have communicated that generally schools are opened on the basis of requests of the public and on the recommendation of departmental authorities. Administratively it may not be always possible to implement the suggestion of opening Tamil or Kannada schools as a matter of course in every area where linguistic minorities are in majority. The State Government, however, propose to conduct an educational survey in 1965 to assess demand and allocate schools for the needs of minority groups. In this connection attention of the State Government is invited to the procedure for registration of names of pupils desiring instruction through minority languages in each primary school which has been accepted by Government of Kerala and its implementation in the State has also been appreciated by the Commissioner. It is felt this is the only way in which correct assessment of the needs of educational facilities of minority groups could be made. The Commissioner, therefore, recommends that on the basis of these registers State Government may provide facilities for instruction through minority groups either by opening schools exclusively for minority languages or by opening parallel sections in schools as the need may be.

176. A complaint was received about non-posting of Tamil teachers to the Munnar Primary School. The State Government with whom the matter was taken up, have informed that the requirement of Tamil teachers in primary school Munnar are fully met and no additional appointments are therefore necessary.

177. The complaints were also received from Tamil-speakers about— (a) non-opening of registers in primary schools in district Trivandrum, (b) non-posting of Tamil knowing teachers in Palghat, Kalapathi primary schools and Kanzikode primary school and (c) non-implementation of policy of opening parallel sections if there are at least 10 pupils in a class. From the latest report that the Commissioner has received about opening of registers it is noted that considerable progress has been made in opening such registers in primary schools. However, it is found that there still remain some schools where such registers had not been opened. The Commissioner suggests that the Government of Kerala may issue instructions that irrespective of the fact whether existence of linguistic minority pupils, has been reported in the school or not, the registers should be opened in every primary school. In the absence of these registers it would be impossible for the State Government to know correctly whether there are any linguistic minority pupils in any primary schools. The State Government have also reported that sufficient number of Tamil knowing teachers have been posted in L.P. School in Kalapathi. In the U.P. School, Kanjikode there were no Tamil medium parallel classes and as such no Tamil teacher was posted in such schools. As regards the complaint for opening parallel sections, the State Government have clarified that the general

policy for opening a parallel section where there obtains the minimum strength of 10 is being implemented.

178. The Tamil speakers had also made complaints about inadequate provision of Tamil teachers in certain schools in Trivandrum city. The State Government informed that there is no shortage of Tamil teachers in the primary schools in Trivandrum district and the sanctioning of post of Tamil teachers depends on the number of children who come to study the subject. The posts are sanctioned on the basis of number of periods that the teachers has to teach.

179. A member of the then Legislative Assembly had written in May 1964, that the Government of Kerala have decided to open more than 500 primary schools in the session but they do not favour opening of new schools for Tamil or Kannada speakers. This complaint was transmitted to the Government of Kerala in early June, 1964. The State Government in July, 1965 reported that the new schools for 1964-65 were already sanctioned and no Government aided school is proposed to be opened or upgraded during 1964-65. Therefore, the question of opening new schools for Tamils and Kannada does not arise. In this connection it is felt that while making provision for opening of 500 new primary schools during 1964-65 the State Government should have kept the interest of Tamil and Kannada linguistic minorities also in view. The Commissioner recommends that the State Government may re-examine the issue and assess the needs for the primary schools for the children of linguistic minorities from the registers for registration of pupils desiring education through their mother-tongue which have been opened in primary schools in the State.

180. A complaint was also received about non-posting of adequate number of Tamil teachers in Anglo-Tamil Primary School, Munnar. The Government of Kerala have informed that there was one vacancy of Tamil primary teacher in this school and the same was filled up in September, 1964.

181. In para. 139 of the Seventh Report at (c & d) the request for upgrading the L.P. School, Banputhadaka and non-appointment of adequate number of teachers was referred to. The Government of Kerala to whom a reference was made have informed that they have accorded sanction for upgrading of the Banputhadaka A.L.P. School in Kumla sub-district with effect from 1st June, 1964. As regards the latter complaint the State Government have informed that the request has been communicated to the Director of Public Instruction, Kerala, for necessary action.

## **Madras**

182. A complaint was made that an application of a Telugu Lady teacher in Telugu Elementary School in Hosur for training in Women's Training College, Andhra Pradesh was not entertained by the District Education Officer, Dharmapuri. The State Government to whom the case was referred informed in March 1966 that they are still in correspondence with the Government of Andhra Pradesh,

on the question of reservation of 15 seats every year in Government Training Schools for Women in Andhra Pradesh for admitting qualified Telugu women candidates from Madras State. They further stated that in the absence of definite orders reserving seats in training schools in Andhra Pradesh no useful purpose will be served by receiving applications from Telugu speaking women candidates, by the District Educational Officer, Dharmapuri. The question of the training of Telugu women teachers has been pending for quite long time. The Government of Madras have, therefore, been requested that they should make efforts to ensure that the training facilities for women teachers are arranged in Andhra Pradesh during 1966-67 session.

183. In para. 141 of the Seventh Report a complaint about non-recognition of Telugu medium school at Avadi was referred to. The Government of Madras have now intimated that instructions for grant of recognition and aid to this school from 1965-66 were issued.

### **Mysore**

184. It was complained that in the Hindi Readers prepared by the Government of Mysore, the translation passages are in Kannada only. This problem was taken up with the State Government who have now informed that a circular has been issued by the Director of Public Instruction in Mysore State, Bangalore, that translation exercises in non-Kannada language will be added by a supplement in the book shortly. Till the books are supplemented the non-Kannada schools were asked to insert appropriate exercises for translation on each lesson.

185. It was alleged that promotion of Marathi teachers in Bidar district who do not pass a Kannada language test has been stopped. The Government of Mysore had issued order in September 1964 under which the non-Kannada speaking Government servants were required to pass Kannada language test for drawal of increments and promotions. The State Government extended the time limit for passing this test to 31st March, 1965 and have simplified the standard of this examination.

186. The replies from the State Government in respect of other complaints of English and Marathi speakers mentioned in Appendix VII of the Seventh Report have not been received.

187. In para. 143 of the Seventh Report the demand for Marathi medium school in Haliyal, North Kannara district was referred to. From the statistics furnished by the State Government it is noted that there were 122 Marathi medium schools in North Kannara district with a student strength of 9,856. This shows an increase of three Marathi medium schools over the figures for 1962-63 with corresponding increase in the student strength. The separate break-up for Haliyal is not available.

## WESTERN ZONE

**Maharashtra**

188. The Kannada speakers had complained that there are no facilities for training of Kannada teachers in the State. The State Government to whom this complaint was referred have substantiated the fact. They have also indicated that the Regional Deputy Director of Education considers proposals of untrained Kannada primary teachers and such teachers are deputed to the Kannada Training colleges in Bijapur district in Mysore. It is apparent from this that there are no arrangements for training of teachers for Kannada medium primary schools and the State Educational Authorities help only the untrained primary school teachers for getting trained in training schools in Bijapur district. It is apparent that the State Government do not make any arrangements for training of the candidates who may be desirous of teaching at primary stage through Kannada medium. In this State there were 234 Kannada medium primary schools with a student strength of 25,554 and with 277 teachers in 1962-63. Compared to the figures of Kannada medium teachers in 1961-62, which was 546 there is a substantial reduction in teachers strength. It is felt that the Government of Maharashtra should make some specific arrangements for giving desirous candidate teachers training in Kannada medium for primary schools either by opening a separate institution for this purpose in the State or by making arrangements with the Government of Mysore to meet the needs of teachers of Kannada medium school in the State.

189. The Urdu speakers had complained that the teaching through the medium of Urdu in the Maharashtra Normal schools, Aurangabad, was discontinued and very rare and valuable books in Urdu available in the school were sold out. The Government of Maharashtra have informed that the valuable collection of Urdu books of this school have been transferred to the Government Urdu Training College for Men, Bhawanipet, Poona and was not sold. The State Government comments about discontinuance of Urdu medium are awaited.

190. In para. 146 of the Seventh Report the complaint of Konkani linguistic minorities alleging absence of educational facilities through Konkani medium were referred to. The position in this regard is indicated in para. 33 of this report.

191. The complaint of Korku tribals in this State about change of the medium of instruction from Hindi to Marathi in the primary schools of Vidarbha region was referred to in para. 147 of the Seventh Report. The Government of Maharashtra have intimated that the Chief Executive Officer Amaravati has reported that there are demands from guardians of some pupils in some parts of the district for instruction in Hindi. The State Government have asked the Chief Executive Officer to start classes with Hindi medium in primary schools wherever the demand is justified since it is within the powers of Zilla Parishads to start such classes. It may be noted here that the complaint was about switching over the medium of

instruction in primary schools from Hindi to Marathi where the Korku speaking pupils were studying. The mere assurance that Chief Executive Officer of Amravati has been asked to provide classes for instruction through Hindi medium wherever there is a demand, does not meet the point. It has also been inquired from the State Government whether the Chief Executive Officer, Amravati has arranged to start classes with Hindi medium in primary schools in the Vidarbha region during 1965-66 and if so the details of such schools/classes. The Commissioner would be interested to know in how many schools in Amravati district, the medium of instruction was changed from Hindi to Marathi and what steps the State Government propose to take to ensure that the medium in these schools is reverted to Hindi.

192. The State Government's reply to the complaints of Kannada speakers mentioned in para. 148 of the Seventh Report has so far not been furnished to the Commissioner. These complaints are pending since 1964 with the State Government and the Commissioner suggests that the final report in regard to them be furnished by the Government of Maharashtra without any further delay.

#### NORTHERN ZONE

##### Punjab

193. In para. 149 of the Seventh Report the grievances of Nepali linguistic minorities in Punjab about the absence of educational facilities through Nepali was referred to. The Government of Punjab have informed that the teaching of Nepali was started as additional/optional subject from the first primary class from 1964-65. There are two schools providing the facilities for study in Nepali language and 209 students are studying this language.

##### Rajasthan

194. In reply to the complaint mentioned at (c) on page 170 of the Seventh Report that question papers for the Urdu medium students were set in Hindi only, the Rajasthan Government, after examining the issue, have reported that in those primary and middle schools where the students were taught through the medium of Urdu, question papers for the annual examinations of 1966 were supplied in Urdu. They have further said that the complaints in this connection received during 1965 were examined and found not to be correct. In spite of this, the State Government also issued instruction on 10th March, 1966 that in the primary schools where the medium of instruction was Urdu, question papers should be in Urdu.

195. As mentioned at (d) on page 170 of the Seventh Report, Urdu-speakers had complained that the school timetable issued by the Sub-Deputy Inspector, Nagaur, the Urdu language subject had not been shown and in some schools Urdu was being taught in the craft period. The State Government have said that in the time-table issued, periods for Urdu subject have been shown.

196. In reply to the complaint mentioned at (e) on page 170 of the Seventh Report about non-posting of Urdu teachers in the Government school, Parbatsar city, and in Khunkhuna, the Rajasthan Government have reported that there are no Urdu students in the Government School, Parbatsar city. They have also reported that there is an Urdu teacher in Khunkhuna and Urdu is being taught there.

197. With regard to the request mentioned at (e) of para. 150 of the Seventh Report for educational facilities through Urdu medium in the school under the Panchayat Samitis of Jhunjhunu district, the State Government have requested the Zilla Parishad and the Panchayat Samitis to make necessary arrangements for teaching Urdu in their schools.

198. The State Government's report is still awaited on the issue of absence of educational facilities through Urdu medium in the Government Junior Basic Schools, Khatripura and Kumhari Gate, Nagaur, as mentioned in para. 151 of the Seventh Report.

199. The Sindhi-speakers' complaint about the absence of educational facilities through Sindhi medium in Barmer, Balotra, Sumerpur, Shivaganj, Sirohi, Marwar junction, Sawai Madhopur and Tonk where substantial number of Sindhis reside, has been mentioned at (b) on page 171 of the Seventh Report. The State Government, to whom the complaint was referred have said that the complaint is of a general nature and unless specific instances are quoted, it is not possible to make investigations. They have further stated that in primary schools registers for advance registration of linguistic minority students desirous of having instruction in their mother-tongues have been opened. If there are 10 students in a class or 40 in the whole schools who desire instruction through their mother-tongue, arrangements are made accordingly.

## SECONDARY EDUCATION

200. A summary of the progress of implementation by the States of the agreed scheme of safeguards regarding secondary education has been given in Appendix X. The number of linguistic minority pupils receiving secondary education with mother-tongue as medium of instruction and/or a language subject is shown in Appendix XI. A comparative statement of similar facilities of the last three years ending 1964-65 will be found in Appendix XII.

### **Ministry language as medium of instruction when requisite number of pupils is available**

201. With regard to arrangements for secondary education, the Provincial Education Ministers' Conference of 1949 decided as follows :—

- (a) If the number of pupils, whose mother-tongue is a language other than the Regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue

of the pupils. Such schools, if organised or established by private societies or agencies, will be entitled to recognition and grants-in-aid from Government according to the prescribed rules.

- (b) The Government will also provide similar facilities in all Government, Municipal and District Board schools, where one-third of the total number of pupils of the school request for instruction in their mother-tongue.
- (c) The Government will also require aided schools to arrange for such instruction, if desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area.
- (d) The Regional language will, however, be a compulsory subject throughout the secondary stage.

202. In 1959 the Ministerial Committee of the Southern Zonal Council took note of the decision of the Provincial Education Ministers' Conference of 1949. The Committee felt that the reference to 'one-third' was unsatisfactory from the point of view alike of the linguistic minorities and Government, since in large schools separate sections might become necessary and possible even if the ratio was less than one-third, while in small schools separate sections might be uneconomical and, therefore, impracticable even if the ratio exceeded one-third. Therefore, the decision of the Committee is that for the purpose of providing facilities for instruction in the minority languages where such facilities do not exist, a minimum strength of 60 pupils in new Standards VIII to XI of the Higher Secondary course and 15 pupils in each such standard will be necessary provided that for the first four years after the commencement of provision of the facilities a strength of 15 in each standard in which the facilities are provided will be sufficient. The above-noted decision was accepted in principle by the Chief Ministers' Conference of 1961.

203. The Conference, however, felt that the mother-tongue formula could not be fully applied for use as medium of instruction in the secondary stage of education. This stage gives a more advance education to enable students to follow a vocation after school-leaving age and also prepares them for higher education in Universities. The languages used should be modern Indian languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.

204. In 1961 the Committee of Zonal Councils for National Integration also invited the attention of all State Governments (excepting those in the Southern Zone) for early implementation of the decision of the Chief Ministers' Conference of 1961.

205. All the State Governments, excepting those of Madhya Pradesh, Uttar Pradesh, Bihar and Maharashtra, have issued orders for providing secondary education through the medium of minority



language provided there is a minimum of 60 pupils in the last four standards/classes of the higher secondary stage and 15 pupils in each such standard/class desirous of having instruction in their mother-tongue.

### CENTRAL ZONE

#### Madhya Pradesh

206. The Madhya Pradesh Government recognise that all the languages included in the Eighth Schedule of the Constitution and Sindhi also can be media of instruction at the secondary stage of education. But they have reiterated their inability to prescribe a minimum strength of pupils which would make it imperative to provide such facilities. They have stated that orders for continuation of the facilities which existed on 1st November 1956 have been issued and the existing secondary schools for linguistic minorities will not be closed down without the prior sanction of the State Government. It has also been accepted in principle that if additional teachers are required in secondary schools imparting instruction through the medium of mother-tongue of linguistic minorities, they would be provided by the State Government. In Madhya Pradesh, the existing media of instruction at the secondary stage are Bengali, Gujarati, Marathi, Punjabi, Sindhi, Telugu and Urdu.

#### Uttar Pradesh

207. In Uttar Pradesh, Hindi is the sole medium of instruction in all secondary schools except a few which have arrangements for imparting instruction through English and three Urdu medium schools in Aligarh. The rules framed for imparting education at the secondary stage do not provide scope for instruction through any minority language excepting English in certain cases. In spite of several requests made to the Uttar Pradesh Government, they have not yet agreed to implement the decision of the Chief Ministers' Conference of 1961, in the matter.

### EASTERN ZONE

#### Assam

208. In Assam, the media of instruction in minority languages at the secondary stage of education are Bengali, English, Hindi and Urdu. Nepali is also a medium of instruction up to the middle school stage. Instruction through tribal languages is limited up to the middle school stage only as the State Government do not consider these to be sufficiently developed for being used as vehicles of instruction at higher stages.

#### Bihar

209. According to the Bihar Education Department Resolution No. VII/M12-04/60-5508 dated 11th October, 1961, "From Class VIII onwards (and in the case of post-basic schools from Class IX onward), the medium of instruction in all non-language subjects should be Hindi. But in the high schools run by the linguistic minorities

there may be no objection to any other language being the medium of instruction. In the latter schools, however, provision should be made for teaching through the medium of Hindi for Hindi-speaking students if their number be 10 and above in any class or 40 and above in the four upper classes of the school."

210. The above-noted arrangements are not in consonance with the decision of the Ministerial Committee of the Southern Zonal Council, which was accepted by the Chief Ministers' Conference of 1961. Several requests were made to the State Government to accept the all-India policy decision in the matter of imparting instruction through minority languages at the secondary stage of education. In the meetings of the Eastern Zonal Council held in 1963 and 1965, the State Government agreed to accept the decision of the Chief Ministers' Conference of 1961 on the subject. But it has to be mentioned here with regret that no orders have yet been issued by the State Government to implement the decision. While on tour of Bihar in February 1966, the Assistant Commissioner also requested the Chief Secretary in Patna to take suitable action early to implement the decision. In Bihar facilities for instruction through minority languages exist for speakers of Bengali, Oriya, Santhali and Urdu.

#### **Orissa**

211. In Orissa facilities exist for instruction through the minority languages of Bengali, Hindi, Telugu and Urdu.

#### **West Bengal**

212. In West Bengal, at the secondary stage of education, facilities for instruction through mother-tongues exist for the speakers of Gujarati, Hindi, Nepali, Oriya, Telugu and Urdu.

### **SOUTHERN ZONE**

#### **Andhra Pradesh**

213. In Andhra Pradesh, facilities for instruction through the minority languages of Hindi, Kannada, Marathi, Oriya, Tamil and Urdu are available at the secondary stage of education.

#### **Kerala**

214. In Kerala, the available media of instruction for minorities at the secondary stage are English, Kannada and Tamil.

#### **Madras**

215. In Madras, facilities exist for instruction through Gujarati, Hindi, Kannada, Malayalam, Telugu and Urdu for pupils of linguistic minorities.

#### **Mysore**

216. In Mysore, the available media of instruction for linguistic minorities are Hindi, Marathi, Tamil, Telugu and Urdu.

## WESTERN ZONE

**Gujarat**

217. The Gujarat Government have decided in principle to provide facilities for instruction through the medium of mother-tongue of linguistic minorities at the secondary stage of education according to the decision of the Chief Ministers' Conference of 1961. Facilities available in Gujarat for education through the minority languages cover the needs of English, Hindi, Marathi, Sindhi and Urdu pupils.

**Maharashtra**

218. As mentioned in earlier Reports, secondary education in Maharashtra has generally been left with private enterprise. It is for the private management to provide such facilities to linguistic minorities. Thus the provision of facilities for linguistic minority pupils depend upon the direction of these bodies. The State Government authorities are concerned only with sanctioning grants in-aid if the condition of attendance in a class is not less than 30. It was pointed out to the State Government that in case the linguistic minorities are not in a position to establish their own schools, their children, however great their number might be, would only be able to receive instruction through the media available in the institutions run by private managements. This point was also raised in the Fifth Meeting of the Western Zonal Council in August, 1964, and the Chief Minister of Maharashtra agreed in that meeting to make suitable provision for instruction through the medium of minority languages. But so far the State Government have not issued any such order on the subject.

219. In Maharashtra there are facilities for instruction through the minority languages of Bengali, English, Gujarati, Hindi, Kannada, Sindhi, Tamil, Telugu and Urdu.

## NORTHERN ZONE

**Punjab**

220. In Punjab, the medium of instruction at the secondary stage was being governed by the Sachar and PEPSU language formulae under which facilities for instruction through Hindi in the Punjabi region and Punjabi in the Hindi region were provided if desired by one-third of the students in the school. Similar facilities were also agreed to for instruction through Urdu medium in specified areas.

221. In the Ninth Meeting of the Northern Zonal Council held in July 1965, the Punjab Government agreed to provide facilities for secondary education through minority languages as decided by the Chief Ministers' Conference of 1961. The State Government have decided that as the secondary stage in Punjab starts from VI class and not from VIII class, the facilities for instruction to linguistic minorities who are desirous to receive instruction through the medium of mother-tongue should be provided in this State from VI class provided there are 75 students in classes VI to X in High School and 90 students in classes VI to XI in Higher Secondary School. Initially, however, this strength of pupils in the school as a whole

will not be insisted upon and it will suffice if there are 15 students in the class for which the facilities for instruction through the mother-tongue has been desired.

### **Rajasthan**

222. The Rajasthan Government have issued orders for teaching at the secondary stage of education through the medium of mother-tongue of students in Government schools subject to the condition that there are 60 pupils in classes VIII to XI or initially 15 in class VIII from the academic session beginning from July 1965. The beginning will be made in areas/districts where there is large concentration of linguistic minority population. The orders further state that initially, one such school will be selected for the purpose and later on this arrangement will be extended to other Government schools gradually. The statistics pertaining to the session beginning from July 1965, have not yet been available from the State Government.

### **Sindhi Language facilities**

223. The problems of the Sindhi linguistic minority have been put forth in para. 177 of Seventh Report. Not being included in para. 3(b) of the Statement issued by the Chief Ministers' Conference of 1961, the Sindhi language needs special attention of the State Governments so that the existing facilities for instruction in that language are not curtailed and additional facilities are provided whenever necessary.

224. Facilities for instruction at the secondary stage of education through Sindhi are available in Madhya Pradesh, Gujarat, Maharashtra and Delhi only. There are facilities for learning Sindhi as a language subject in Uttar Pradesh and Rajasthan.

### **Provision of English medium at Secondary stage**

225. In para. 6 of the decisions of the Ministerial Committee of the Southern Zonal Council, conditions for providing instruction through English medium at the secondary stage of education have been laid down. Orders for implementing this decision have been issued by the Government of Andhra Pradesh, Kerala, Madras and Mysore. They have also issued orders to ascertain the position of English medium schools/sections as existed on 1st July 1958 and to ensure that additional facilities are provided in case of increase in the number of children of migratory parents.

226. The Chief Ministers' Conference of 1961 also decided that provision might be made for instruction through the medium of English at the secondary stage of education. The Madhya Pradesh Government have accepted the decision in principle. The Uttar Pradesh Government have not accepted the decision, whereas other State Governments, excepting those in the Southern Zone, have not indicated the action taken or proposed to be taken in the matter. As the need for education through English medium may occur in every State, it is felt that all the State Governments should take steps for providing facilities for instruction through this language as well.

### **Continuation of facilities without diminution**

227. At the secondary stage of education it was also decided that the position in respect of separate schools/sections for linguistic minorities with particular reference to pupil strength, schooling facilities and number of teachers as existed on 1st November, 1956 should be ascertained and continued without change, and if any reduction was necessitated, specific orders of the concerned State Government was to be obtained for it. It was also decided that additional facilities should be provided if the number of linguistic minority pupils increased.

228. In 1961 the Committee of Zonal Councils for National Integration also desired that information should be collected regarding facilities for students of linguistic minority groups available during the last four/five years in each State.

229. According to the information with the Commissioner, necessary orders in this connection have been issued by the Governments of Madhya Pradesh, Andhra Pradesh, Kerala and Madras. It is felt that other States should also implement the above-noted decision without further delay so that an objective assessment of the situation can be made.

### **Advance registration of linguistic minority pupils in secondary schools**

230. The Commissioner's recommendation for having arrangements for advance registration of linguistic minority pupils in secondary schools has been accepted by the Governments of Madhya Pradesh, Assam, Bihar, West Bengal, Andhra Pradesh, Kerala, Madras, Mysore, Gujarat, Maharashtra, Punjab and Rajasthan. It is hoped that the Governments of Uttar Pradesh and Orissa will also accept the recommendation and issue necessary orders at an early date.

### **Implementation of Three-language Formula**

231. The study of mother-tongue has been assigned an important position under the simplified Three-language Formula, adopted by the Chief Ministers' Conference of 1961. It has been mentioned therein that a pupil is to learn "the regional language and mother-tongue when the latter is different from the regional language."

232. Earlier, the Central Advisory Board of Education, after taking into consideration the report of the Secondary Education Commission and the resolution on the subject passed by the All-India Council of Secondary Education, assigned to the mother-tongue an important position in the curriculum at the secondary stage, so that pupils belonging to the linguistic minorities may be able to study their mother-tongue optionally.

233. The simplified Three-language Formula and the different language formulae which are being followed in States have been shown in Appendix X. It will be seen therefrom that in several States the choice of mother-tongue has been restricted to the languages mentioned in the Eighth Schedule of the Constitution. Some States have specified certain languages which can be offered under the Three-language Formula. It may be mentioned here that such restrictions are not in consonance with the simplified Three-language Formula adopted by the Chief Ministers' Conference of 1961. This Conference while limiting the use of mother-tongue as medium of instruction at the secondary stage to the languages mentioned in the Eighth Schedule of the Constitution have put no such restrictions for teaching the mother-tongue as a language subject. It is felt that the only condition which could be laid down for the provision of facilities for learning the mother-tongue is availability of some stipulated number of students desirous to study it as a language subject.

234. The Three-language Formula Implementation Committee set up under the Chairmanship of the Union Minister of Education in 1963 pointed out that the formula in its "application to the Hindi-speaking States envisaged that the third language should be one of the modern Indian languages. Provision for the teaching of a classical language need not be in lieu of a modern Indian language, but may be as part of a composite course or an elective." In spite of such clarification, in the States of Madhya Pradesh, Uttar Pradesh and Rajasthan students are still being allowed to offer Sanskrit as one of the languages in lieu of a modern Indian language.

235. In the States of Mysore and Gujarat, pupils studying through English medium do not have the option to offer a mother-tongue as a subject, but are compelled to offer the regional language instead.

236. The problems arising out of different three-language formulae being followed by State Governments have been discussed in detail in paras. 184 to 194 of the Seventh Report. The position remained the same except in Uttar Pradesh and Rajasthan. In the former, the option to offer Sindhi or Nepali in addition to the languages other than Hindi mentioned in the Eighth Schedule is allowed. In the latter the option to offer Tamil, Malayalam or Bengali is allowed in specified areas without having to obtain specific sanction from the Directorate of Primary and Secondary Education.

237. After a careful examination of the different formulae shown in Appendix X, it is felt that if the term "mother-tongue" is included in the formulae being followed by all the States and if the term is not restricted to the languages mentioned in the Eighth Schedule, there will be adequate safeguards for linguistic minority pupils to offer their mother-tongue as an optional subject. It also seems necessary to mention here that the term "mother-tongue" occurs in the simplified Three-language Formula adopted by the Chief Ministers' Conference of 1961.

## TEACHERS OF LINGUISTIC MINORITY PUPILS

238. For proper implementation of the educational safeguards for linguistic minorities, it is necessary that there should be suitable arrangements for providing teachers competent to teach through minority languages both at the primary and secondary stages of education. Complaints against inadequacy/absence of teachers competent to teach through the mother-tongues of linguistic minorities are being received by the Commissioner from most of the States and these have been mentioned in all the Reports of the Commissioner.

239. The suggestion to recruit teachers from neighbouring States does not seem to be much workable because of different service conditions and pay-scales in different States.

240. The suggestion for opening separate training institutions to teach through minority languages or reserving some seats for candidates willing to teach through minority languages is being tried out by some States. Action is also being taken by some State Governments on another suggestion for making arrangements to train teachers in minority languages in neighbouring States on a reciprocal basis.

241. The position regarding teachers' training facilities obtaining in various States is briefly stated in the following paragraphs:—

### CENTRAL ZONE

242. In Madhya Pradesh, there are facilities for training of teachers in Marathi and Urdu.

243. The Uttar Pradesh Government have informed the Commissioner that in view of the Uttar Pradesh Language Committee's recommendation, it has been decided that no teacher should be appointed to Urdu medium schools unless he is suitably qualified in Urdu and also has a working knowledge of Hindi. In Uttar Pradesh, there are no facilities for training of teachers in minority languages.

### EASTERN ZONE

244. In Assam, training institutions exist for teachers of Bengali, Bodo, Garo, Khasi, Lushai and Manipuri.

245. The Bihar Government have informed that there are already 101 Government teachers' training schools in the State and practically each minority language pocket has at least one training school in its vicinity which adequately supplies trained teachers required for that area. They have, however, stated that it is not necessary to have separate training institutions for teacher-trainees belonging to different linguistic groups because the basic principles for training are the same for all.

246. In Orissa there are facilities for training of teachers in Urdu. The State Government have got reserved 6 seats in elementary training schools and three seats in secondary stage training schools in Andhra Pradesh for training Telugu teachers of Orissa.

247. In West Bengal, there are facilities for training primary school teachers in Hindi and Nepali. At the secondary stage, the medium of instruction in all teachers' training schools is English.

#### SOUTHERN ZONE

248. In Andhra Pradesh, there are training institutions for teachers of Marathi and Urdu linguistic minorities and of English medium schools also. There is an arrangement for training of Oriya teachers of Andhra Pradesh in Orissa. In respect of other minority languages Kannada and Tamil, the State Government have said that there are sufficient number of teachers at present and action will be taken as and when required for deputing teachers on reciprocal basis to the neighbouring States for training.

249. In Kerala, there are facilities for training of Kannada and Tamil teachers. Fifty seats are allotted to Tamil trainees and 40 to Kannada trainees for primary teachers' training courses. Twenty seats in B.Ed. courses are also set apart for Kannada medium candidates.

250. In Madras, facilities exist for training teachers in Telugu, Malayalam and Urdu languages.

251. In Mysore, training facilities in Marathi are available in Belgaum and Bidar districts. The Mysore Government have intimated that there is not much difficulty about the availability of Telugu teachers.

#### WESTERN ZONE

252. Facilities for training teachers in Sindhi and Urdu languages exist in Gujarat. Marathi teachers are sent to Maharashtra for training.

253. In Maharashtra, facilities for training teachers exist in Urdu, Hindi, Gujarati and Telugu minority languages. Kannada and Sindhi teachers are being deputed for training to Mysore and Gujarat, respectively. The State Government have said that the managements of the secondary schools are in a position to depute teachers for training to the neighbouring States or to recruit trained teachers from outside the State.

#### NORTHERN ZONE

254. The Punjab Government have reported that there is a large number of teachers who know Urdu and have been trained through that medium. The State Government are taking steps for finding adequate number of Urdu-knowing women teachers.

255. The Rajasthan Government do not consider it necessary to provide facilities in minority languages for training of teachers. They feel that the art of teaching is the same for all languages. The State Government have also observed that there have been no difficulties in finding teachers for imparting instruction through minority languages.



## TEXT-BOOKS IN MINORITY LANGUAGES

256. The necessity of providing suitable text-books in minority languages both at the primary and secondary stages of education has been stressed in earlier Reports of the Commissioner. The importance of providing suitable text-books was also emphasised by the Chief Ministers' Conference of 1961. The Conference felt that normally text-books should be produced by the State Governments and not be left to private enterprise. The conference also decided that the Central Government should produce model text-books both for the primary and secondary stages.

257. It is learnt that the National Council of Educational Research and Training have published books on Biology and books in Hindi for prose and poetry for Higher Secondary classes; and two books for primary section. It may be noted here that some of the States have not agreed to adopt these books for one reason or the other, and the issue is under consideration of some States. The books on Biology and Hindi have been prescribed by the Central Board of Secondary Education, Delhi. The Biology text-books have also been adopted by Nagaland; Goa, Daman and Diu; and the Andaman and Nicobar Islands.

258. Complaints about non-availability of text-books in minority languages are still being received by the Commissioner. Some State Governments have acted upon the suggestion of the Commissioner that shortage of text-books could be met by utilising suitable text-books published in other States. Some State Governments have also taken up the scheme to publish text-books. The position obtainable in various States is stated briefly in the following paragraphs.

259. In Madhya Pradesh, text-books in Marathi language and Arithmetic books in Marathi for use in primary and middle schools have been published by the State Education Department. Sindhi books currently in use in neighbouring States are at present prescribed for study in Madhya Pradesh. In Uttar Pradesh, some books in Urdu for use in primary schools have been brought out by the State Government.

260. In Assam the general practice for selection of text-books is to call these from private authors and publishers. Thereafter, the State Government prescribe a list of alternative text-books on the recommendations of the Text-books Committee. Departmental publication of text-books is to be taken up in gradual stages.

261. In Bihar text-books in all subjects and for all classes are reported to be available in Bengali and Urdu. In case of Oriya, text-books in language subject have been prescribed for all stages. Text-books in Oriya for other non-language subjects at primary as well as secondary stages of education have not been prescribed with the exception of Algebra, Geometry and Geography books for classes X and XI. The State Government have further reported that they have obtained a list of books prescribed in Orissa for different stages in non-language subjects. Copies of the books are also being obtained

by the State Government for considering their suitability according to the requirements of the syllabus. Pending that, the pupils have the freedom to use available books in Oriya within the framework of the syllabus.

262. The Orissa Government had previously reported that the question of providing suitable text-books was being examined by the Text-books and Syllabus Committee. Further progress in the matter has not been communicated to the Commissioner by the State Government.

263. The West Bengal Government have accepted in principle the decision of the Chief Ministers' Conference of 1961 that suitable text-books should be produced by the Government, and according to the information with the Commissioner, the publication is being confined at present to the primary stage only. It is not known whether text-books have been published in Nepali and other minority languages through which primary education is being imparted in the State.

264. In Andhra Pradesh Oriya language text-books adopted in Orissa State are being adapted with necessary adjustments so as to suit the syllabus. The Urdu text-books are also being selected by the State Text-book Committee. In Kerala the language and subject text-books are being published in Tamil, Kannada and English for the use of pupils in the primary and secondary standards of all schools in the State. The Government of Madras have stated that whenever books are not available for prescription in minority languages, the text-books either published departmentally by the neighbouring States or published by the publishers of other States are prescribed both for language and non-language subjects. In Mysore text-books in minority languages like Urdu, Tamil, Telugu, Hindi, Marathi and English have been published.

265. In Maharashtra text-books in minority languages, e.g., Gujarati and Kannada, are prescribed from amongst those being used in the neighbouring States. The Maharashtra Government have, however, launched a programme for production of text-books in all languages for primary schools.

266. The Government of Gujarat have observed that the model text-books to be prepared by the Government of India, may be used for preparing text-books in the State.

267. In Rajasthan there is a State Nationalisation Board of Text-books which has published several books in Urdu and Punjabi. The State Government have also prescribed books for primary and middle stages in Gujarati, Punjabi, Sindhi and Urdu brought out by other State Governments and private publishers. The State Government also pointed out that they were not finding printers for printing Sindhi text-books prepared by the State Nationalisation Board of Text-books. They added that efforts were being made for getting them printed.

## Education Statistics—Review

268. Educational facilities available in minority languages at the secondary stage in various districts of the States are shown in Appendix XI. A comparative statement of similar facilities available during the last three years ending 1964-65, is given in Appendix XII. The educational facilities have been briefly reviewed in the following paragraphs.

### CENTRAL ZONE

#### Madhya Pradesh

269. *Bengali*.—During 1964-65, one Bengali medium school and one language subject section continued as before, but there was a marked decrease in the language subject students as well as in the number of teachers. The State Government have not assigned any reason for this. The causes of such decrease are under investigation.

270. *Gujarati*.—The number of schools/sections imparting instruction through the medium of Gujarati remained as before but there was a substantial increase in pupil strength. The number of sections teaching Gujarati as a language subject showed no change.

271. *Marathi*.—The number of schools/sections with Marathi as medium of instruction increased with corresponding increase in pupil strength and teachers during 1964-65. The number of schools/sections teaching Marathi as a language subject also showed an upward trend.

272. *Punjabi*.—The number of pupils reading through the medium of Punjabi increased during 1964-65, though the number of schools remained the same.

273. *Sindhi*.—Three schools imparting instruction through Sindhi medium continued in 1964-65. There was some improvement in the facilities for the study of Sindhi as a language subject.

274. *Telugu*.—The State Government have reported that in 1964-65 one Telugu medium school was opened with 43 pupils and three teachers.

275. *Urdu*.—There was increase in the number of Urdu medium schools, sections and pupils strength during 1964-65. There was also improvement in the facilities for the study of Urdu as a language subject. In Jabalpur one Urdu school seems to have been closed down. The reason for the closure is under investigation.

#### Uttar Pradesh

276. The rules formulated by the Board of High School and Intermediate Education, Uttar Pradesh, do not provide for imparting secondary education through the minority languages, except in a few cases of English medium schools. However, there were three Urdu medium schools in Aligarh and a few English medium schools in the State. The statistics of 1964-65 furnished by the State Government pertain to 39 districts only and, therefore, a complete appraisal of the position is not possible.

## EASTERN ZONE

**Assam**

277. The Assam Government have furnished statistical data of educational facilities through minority language for 1963-64 and 1964-65. It has been noted that there is progressive increase in such educational facilities. The facilities were available through the media of Bengali, English, Garo, Hindi, Khasi, Lushai (Mizo), Manipuri, Nepali and Urdu. The facilities for teaching Bengali, Garo, Manipuri and Nepali as language subjects remained practically stationary, but there was improvement in the case of Hindi and Khasi language subjects.

**Bihar**

278. Despite repeated requests, the Bihar Government have not yet furnished any statistical data for 1964-65. They have, however, furnished the data for the years 1962-63 and 1963-64 relating to two languages only, viz., Bengali and Urdu.

279. *Bengali*.—Two Bengali medium schools closed down in Gaya district, though in the State there was an increase in the number of pupils reading through the medium of Bengali. The reasons for the closure of two Bengali medium schools have been sought from the State Government. There was a marked increase in the number of students offering Bengali as a language subject.

280. *Urdu*.—As compared to 1962-63, there was some increase in the number of Urdu medium schools/sections and students in 1963-64. The number of students reading Urdu as a language subject decreased though the number of schools/sections increased.

281. The information about educational facilities through the media of other minority languages is still awaited.

**Orissa**

282. The Orissa Government have furnished statistical data for 1963-64. The information pertaining to 1964-65 is still awaited.

283. *Bengali*.—In 1963-64 the number of Bengali medium school and sections remained the same as in the previous year, but the number of students having instruction through Bengali registered some decrease. There was substantial increase in the number of the students studying Bengali as a language subject.

284. *Hindi*.—In 1963-64, the number of Hindi medium schools remained the same as that of the previous year, though there was decrease in the number of sections imparting education through Hindi with corresponding decrease in the number of pupils. The causes of the decrease in the sections are under investigation. There was decrease in the number of the students studying Hindi as a language subject.

285. *Telugu*.—In 1963-64 there was decrease of one Telugu medium school, while the number of Telugu medium sections rose to nine

from seven of the previous year. The number of students having instruction through Telugu dropped from 1,981 in 1962-63 to 1,812 in 1963-64. The reasons for the closure of a Telugu medium school in Puri have been sought from the State Government. There was a marked decrease in the facilities for the study of Telugu as a language subject.

286. *Urdu*.—In 1963-64 the number of Urdu medium schools remained the same as that of the previous year, but there was some increase in the number of students having their instruction through the medium of Urdu. Some decrease in the number of teachers has been noticed. There was a very marked increase in the number of students studying Urdu as a language subject.

### **West Bengal**

287. In West Bengal, educational facilities were available through the minority languages of Gujarati, Hindi, Nepali, Oriya, Telugu, Tibetan and Urdu. There was increase in the schooling facilities during 1964-65 for all linguistic groups except in the case of Oriya and Urdu. There was a very marked increase in the number of students studying through the medium of Hindi and in the number of students studying Hindi as a language subject. However, the strength of teachers did not register proportionate increase.

288. *Oriya*.—One Oriya medium school closed down in 24-Parganas in 1964-65, though in the State as a whole the number of pupils and teachers went up. The causes of the closure of the school are under investigation.

289. *Urdu*.—One Urdu medium school closed down in 1964-65 but there was increase in the number of sections, pupils and teachers in the State. The causes of the closure of the school are under investigation. There was some decrease in the number of students studying Urdu as a language subject.

290. In para. 242 of the Seventh Report, a mention was made about the reduction in the number of Telugu teachers in 1963-64. However, it is noteworthy that the number of teachers increased from 35 in 1963-64 to 58 in 1964-65.

### **SOUTHERN ZONE**

#### **Andhra Pradesh**

291. *Hindi*.—In Hindi medium the number of schools/sections increased though there was a substantial decrease in the number of sections teaching it as a language subject. The number of teachers in Hindi medium also decreased.

292. *Kannada*.—In Kannada medium the educational facilities have been drastically reduced. In 1963-64 there were 26 schools and four sections imparting instruction to 1,108 students. In 1964-65 the number of schools went down to four, the number of sections to two with a total of 530 students. The teacher strength went down from 86 to 21.

293. *Marathi*.—In Marathi medium there has been a substantial reduction in educational facilities. In 1963-64 there were 18 schools, 81 sections with 2,726 students. In 1964-65 the number of schools was 7, number of sections 52 with pupil strength of 2,242. The student strength in Marathi language subject showed marked decrease.

294. *Oriya*.—There was a substantial increase in the facilities for education through Oriya medium in the State during 1964-65. The number of students in Oriya language subject increased substantially.

295. *Tamil*.—In 1964-65 it seems that two Tamil medium schools (in Chittoor and Hyderabad) were closed down. There was, however, an increase in the number of sections imparting education in Tamil medium as well as language subject. The pupil strength in Tamil medium and language subject, however, was substantially reduced.

296. *Urdu*.—In Urdu medium there was a decrease in the number of schools though the number of sections imparting education through Urdu medium and the pupil strength increased. The number of sections teaching Urdu as language subject also decreased.

297. The Government of Andhra Pradesh have not assigned reasons for the decreases mentioned above. An enquiry to the effect has been made from the State Government. The Commissioner feels that the decreases in the educational facilities through Urdu, Tamil, Kannada and Marathi are such that they have to be enquired into by the State Government.

### **Kerala**

298. In 1964-65 the facilities for education through the media of Tamil and Kannada did not show any change over the figures of 1963-64. One additional Tamil medium school was reported. The Tamil language subject student strength was reduced. However, in both these languages a slight decrease in the number of teachers was noted. As regards English medium schools, the Government of Kerala have stated that they do not consider English as a minority language as this language is taught in all schools as language subject and in most of the schools it is a medium of instruction.

### **Madras**

299. *Gujarati*.—In 1964-65, two Gujarati medium schools continued but all sections having Gujarati as a medium were apparently closed down. The language subject sections were heavily reduced. The pupil strength was also reduced considerably in both cases.

300. *Hindi*.—In Hindi medium in 1964-65 the number of schools went up from three to seven, but the number of sections having Hindi as medium and those having it as language subject went down and the pupil strength was heavily reduced. The teacher strength also went down from 108 to 92.

301. *Kannada*.—In Kannada medium there were two schools, four sections, 168 students and eight teachers in 1963-64. In 1964-65 only

one Kannada medium school and one section functioned with 37 students and one teacher. The lone Kannada language subject section seems to have been closed down.

302. *Malayalam*.—In Malayalam the statistics for 1964-65 showed a substantial increase in the number of schools though the number of sections and the number of teachers went down. The pupil strength in Malayalam language subject improved substantially.

303. *Telugu*.—In 1964-65 there was a general increase in the facilities through Telugu medium in Madras State with increase in the number of schools/sections and the pupil strength. The number of Telugu language subject students was, however, reduced.

304. *Urdu*.—In Urdu medium the number of schools was reduced by one in 1964-65 though there was an increase in the pupil strength. The pupil strength in Urdu language subject also increased.

305. The Madras Government have not assigned the reasons for reductions in educational facilities through Kannada, Hindi and Gujarati and an enquiry has been made from them to find out the factors leading to the decreases.

### **Mysore**

306. The statistics pertaining to 1963-64 and 1964-65 were furnished by the Mysore Government during the period of this report. A number of discrepancies were noticed in the statistics for 1964-65. Therefore, it is not possible to take these figures into account and the State Government have been requested to send revised data.

307. The facilities for secondary education in 1963-64 are being provided in the State through the media of Gujarati, Hindi, Malayalam, Marathi, Tamil, Telugu and Urdu.

308. *Urdu*.—It is noted that during 1963-64 there was a substantial reduction in number of Urdu medium schools though there is an increase in the number of sections imparting education through Urdu medium with corresponding increase in the pupil strength. The pupil strength in Urdu language subject increased. The reduction in the number of Urdu medium schools was noticed in the districts of Gulbarga, Raichur and Bidar.

309. *Marathi, Tamil and Telugu*.—Similar is the case with Tamil, Telugu and Marathi medium schools where there has been reduction in the number of schools. The number of sections imparting education through Marathi remained stationary, but there has been substantial increase in the number of pupil strength. Though Telugu medium sections have considerably increased, there has been some decrease in the student strength. Heavy fall in the number of sections in Tamil as also the student strength has been noticed. The language subject sections as well as student strength, in Tamil, Telugu and Marathi shows improvement.

310. *Gujarati and Malayalam*.—The facilities in Gujarati and Malayalam do not show much of a change. There is, however, some improvement in language subject student strength in Gujarati and Malayalam.

311. *Hindi*.—There has been a substantial increase in the number of schools in case of Hindi medium with corresponding increase in the pupil strength. The facilities for Hindi language subject show a notable increase.

312. The State Government have not assigned the reasons for the decrease in the number of schools. They have been addressed in the matter. However, this large scale reduction in the number of Urdu, Tamil, Telugu and Marathi medium schools merits an investigation by the State Government.

#### WESTERN ZONE

##### Gujarat

313. The Gujarat Government furnished the data for 1961-62, 1962-63 and 1963-64 which was incomplete and, therefore, it will not be relevant in this Report. The data for 1964-65 has not been received.

##### Maharashtra

314. The statistical data from Maharashtra Government has not been received for 1964-65. The data for 1962-63 and 1963-64 has been received. The data for 1962-63 and 1963-64, however, does not contain the information about teaching of minority language subjects. In this State, the facilities for education at secondary stage are being provided through the media of Bengali, English, Gujarati, Hindi, Kannada, Sindhi, Tamil, Telugu and Urdu. Compared to figures of 1962-63 the facilities in 1963-64 show an upward trend in Bengali, Gujarati, Kannada and English.

315. *Hindi*.—In Hindi medium there is slight decrease in the number of schools and sections but the pupil strength has improved.

316. *Sindhi*.—Three Sindhi medium schools have been closed but Sindhi sections and student strength remained stationary.

#### NORTHERN ZONE

##### Punjab

317. The Punjab Government have not furnished the statistical data for the period 1964-65. The data pertaining to the earlier three years was also not received from the State Government.

##### Rajasthan

318. According to information supplied by Rajasthan Government, there were no facilities for instruction through the media of minority languages in 1963-64. In 1964-65 there were five Urdu medium schools. It also appears from the statistics supplied by them that one Sindhi medium school was functioning in 1964-65. This information does not include the figures for Jodhpur district.



319. In Gujarati, Sindhi and Urdu language subjects the pupil strength went down during 1964-65. State Government have been requested to send their comments on the decrease. In Punjabi language subject, there was substantial improvement in pupil strength.

### COMPLAINTS

320. The main substance of the complaints pertaining to secondary education received from linguistic minorities in various States are shown at Appendix XIII. The following paras refer to some important points.

#### CENTRAL ZONE

##### Madhya Pradesh

321. With regard to the demand for opening of Urdu medium sections in classes IX to XI in the Government Subhas Higher Secondary School, Burhanpur, mentioned at (d) on page 202 of the Seventh Report, the Madhya Pradesh Government have stated that due to accommodation problem, the institution is not in a position to accommodate new classes. Moreover, adequate facilities for teaching through Urdu medium at the secondary stage of education are available in the Qudariah Boys' Higher Secondary School and Qudariah Girls' Higher Secondary School, Burhanpur.

322. In reply to the demand mentioned at (e) on page 202 of the Seventh Report, for publication of Urdu language books by the Madhya Pradesh Government, the State Government have said that as far as possible where approved books in Urdu are available they are being utilised. The State Government have established a Text-book Corporation which will consider the problem of Urdu books also. With regard to the demand mentioned at (b) on page 202 of the Seventh Report, for upgrading the Government Urdu primary school, Baldi, to a middle school, the Madhya Pradesh Government have stated that as Urdu medium sections have been opened in the existing Janapada Middle School, Mundi, and Urdu trained teachers have also been provided there, the question of upgrading the school does not arise.

323. With regard to the complaints about the Model Sindhi School, Ratlam, mentioned in para 255 of the Seventh Report, the State Government informed the Commissioner that the question of compensation to the erstwhile management of the school was considered by the old Madhya Bharat State. However, the question of granting compensation to the management of the school was examined afresh by the Madhya Pradesh Government. According to their report the school was taken over by the State Government on the request of the society which had established the institution. Later on, the manager of the school intimated that the Society was no longer in existence and hence the question of making any payment to the Society does not arise.

324. The transfer of the Headmaster of this institution was made because the incumbent did not possess the requisite qualifications. The complaints about the change of the medium of instruction

from Sindhi to Hindi in the Government High School, Indore and inadequate number of Sindhi-knowing teachers were also mentioned in para 255. Investigations revealed that Sindhi medium was discontinued on the demand of students and some of the Sindhi teachers were transferred on administrative grounds. The Sindhi language was being taught as a subject in this institution.

### **Uttar Pradesh**

325. A number of complaints were received about non-inclusion of the term "mother-tongue" in the Three-language formula adopted by the Uttar Pradesh Government, although the term "mother-tongue" is specifically mentioned in the Three-language Formula accepted by the Chief Ministers' Conference of 1961. Urdu-speakers alleged that this situation had prevented their children from offering the Urdu language under the Three-language Formula. In this connection, it may be mentioned here that the State Government have already issued orders that if there are five or more students in a class desirous of learning Urdu as a language subject, arrangements for such instruction are also to be made.

326. With regard to the complaint mentioned at (f) on page 204 of the Seventh Report that there were no facilities for learning Urdu in the Junior High Schools in Pisan-Haria, Jaitpura, Machhodari, Kabir-Chaura and Kotwali areas, Varanasi, the State Government have now informed that the students are being taught Urdu in these schools.

327. As mentioned at (j) on page 205 of the Seventh Report, a complaint was made that at the High School and Intermediate Examinations, syllabi had been so devised that students taking non-literary groups of subjects could not offer Urdu as a language subject. Investigations have revealed that in the High School examinations, Urdu can be offered as a second compulsory subject in all groups. Similarly, in the Intermediate examinations students taking non-literary groups can offer Urdu, except in case of Intermediate Science (Ayurvedic and Unani) and I.Sc. Agriculture. So far as the Ayurvedic and Unani groups are concerned, students can offer any of the three languages (Sanskrit, Arabic and Persian). Hindi and other Indian languages have not been prescribed as most of the literature of the Ayurvedic and Unani systems of medicine is in Sanskrit, Arabic and Persian.

328. The demand mentioned at (k) on page 205 of the Seventh Report that the candidates for High School and Intermediate Examinations should be allowed to answer questions in Urdu without the special permission of the District Inspector of Schools was examined by the State Government, and they have stated that it is not practicable to implement any change in the existing regulations of the Board of High School and Intermediate Education, Uttar Pradesh.

329. As mentioned at (p) on page 206 of the Seventh Report, the issue of non-provision of facilities for the study of Urdu under the Three-language Formula in the L.M. Junior High School, Jaunpur,

was taken up by the Commissioner with the State Government. The District Inspector of Schools, Jaunpur, has stated that teaching of Urdu has now been started in this institution.

330. In reply to the complaint mentioned at (t) on page 207 of the Seventh Report that the students who wanted to offer Urdu in Chitragupta Inter College, Mainpuri, were compelled to take Sanskrit, the principal of the college has informed that earlier there was no provision for teaching of Urdu in the institution as there was no such request from any of the guardians. He has added that arrangements have now been made for teaching of Urdu in this institution.

331. As mentioned in para 256 of the Seventh Report, the complaint about the exclusion of Sindhi from the languages taught under the Three-language Formula (from classes VI to VIII) in the State was taken up by the Commissioner with the State Government. The latter have modified their Three-language Formula and now a candidate can also offer Sindhi or Nepali as one of the subjects.

#### EASTERN ZONE

##### Assam

332. As mentioned at (a) on page 207 of the Seventh Report, the demand for recognition of Manipuri medium in M.E. schools was taken up with the Assam Government by the Commissioner. After a detailed examination of the issue, the State Government have expressed their inability to introduce Manipuri as a medium of instruction at the secondary stage.

333. With regard to the complaint mentioned in para 259 of the Seventh Report that with the introduction of the type plan there is scope for Government interference in the management of the schools established by linguistic minorities, the Assam Government have stated that the rules relating to the constitution of the managing committee do not in any way infringe upon the rights guaranteed by the Constitution. They have added that the rules have been devised for proper functioning of the institutions and the constitution of the managing committees "clearly indicates that members belonging to the minority group will always be in the majority and they can have the desired objective within the limits of the Constitution". The general secretary of the Nikhil Assam Banga Bhasa-Bhasi Samiti, who made the complaint, has been informed accordingly.

334. As mentioned in the same para, there were demands for educational facilities through the medium of Nepali at the secondary stage of education for the pupils who had primary education through

Nepali. The matter was referred to the State Government who intimated the Commissioner that the issue was examined in detail and it was not found feasible to introduce Nepali as the medium of instruction at the secondary stage. The Commissioner has again requested the State Government to re-consider the issue in the light of the agreed scheme of safeguards for linguistic minorities in the hill districts of Assam.

335. It was also mentioned in the same para that there were demands for representation of linguistic minority groups in the Board of Text-books Production. The State Government have argued that the members of this Board are not selected on the basis of language or community and as such the demands cannot be acceded to. However, it is felt that text-books in minority languages should be so selected by the State Government that they are of requisite standard and free from mistakes. The State Government have said that stipends, educational loans, etc., are available to linguistic minority students along with others on the basis of merit and merit-cum-means.

336. Some other issues raised in para 259 of the Seventh Report are still under consideration of the State Government.

### **Bihar**

337. With regard to non-provision of facilities for teaching Urdu in some of the classes of the Rani Girls' School, Chakradharpur, mentioned at (h) on page 209 of the Seventh Report, the Bihar Government have stated that this institution had 344 students on its roll, out of which there were only two Urdu-knowing students. In the past also, the number of Urdu-knowing girl students had been very low and hence there was no provision for teaching of Urdu in this institution.

338. As noted at (i) on page 209 of the Seventh Report, it was complained that in spite of repeated requests, no teacher had been sanctioned by the educational authorities for the Urdu Town Middle School, Chakradharpur. The State Government have reported that the District Educational Officer, Singhbhum, has asked the Chakradharpur Municipality to consider the case of this institution for allotment of teachers at the time of the next distribution of teacher-units.

339. As noted at (c) on page 210 of the Seventh Report, Bengali-speakers complained about the absence of facilities for education through their mother-tongue in the middle section of the Harish Chandra Vidya Mandir High School, Kandra, Saraikella. When the issue was taken up by the Commissioner with the State Government, the latter reported that in the middle school section of this institution there was an enrolment of 284 of which 85 pupils were Bengali by birth and all these Bengali pupils opted to read Hindi as indicated in the register for advance enrolment of linguistic minority pupils maintained in this school.

340. Investigations were made into the complaint mentioned at (b) on page 211 of the Seventh Report that Oriya pupils were being taught by some teachers who had no adequate knowledge of Oriya in the Girls' Middle School at Saraikella. It was found that on retirement of two Oriya-knowing teachers of this institution, two teachers with adequate knowledge of Oriya had been appointed there.

341. With regard to the suggestion noted at (c) on page 211 of the Seventh Report, that to overcome the shortage of Oriya teachers, there should be one Oriya training school in Dhalbhum area, the State Government have said that there are four training schools in Singhbhum district and as Singhbhum is a district with population speaking different languages, it is not practicable to convert the existing training schools or to open new training schools for different languages. Moreover, the State Government's plea is that it is not necessary to have separate training institutions for different linguistic groups because the basic principles for training are the same for all.

342. With regard to the demand noted at (d) on page 211 of the Seventh Report for upgrading the Khanda Mounda Oriya High School, Baharagora, to a Higher Secondary School, the State Government have said that for upgrading of a High School to a Higher Secondary School certain conditions are to be fulfilled. In case of non-Government institutions, the management has to take the initiative for getting the institution upgraded. The State Government do not discriminate in this respect on the ground of language.

343. It was mentioned at (e) on page 211 of the Seventh Report that a suggestion was put forth to set up a sub-committee of leading Oriya-speakers to advise the State Education Department on opening of new Oriya schools, etc. The Bihar Government have stated that it will not be desirable nor necessary to set up a committee of leading Oriya-speakers to advise the State Education Department on expenditure on education in Oriya and opening of Oriya schools.

344. The complaint about non-admission of all Oriya-speaking pupils who passed out of the Boys' M.E. School, Saraikella, to the local N.R.H.E. School, of which the former was a feeder school, was mentioned at (f) on page 211 of the Seventh Report. It was also alleged that the Oriya pupils were stranded because of the absence of facilities to study Oriya in the schools in Rajnagar, Sini, Kandra and Gomaria. The Bihar Government have stated that admission to higher classes is done on the basis of merit and according to availability of seats.

#### **Orissa**

345. The complaint about compulsory learning of five languages by linguistic minority pupils in the South-Eastern Railway Mixed High School, Khurda Road, has been mentioned in para 263 of the Seventh Report. The issue was taken up with the Railway Board as well as with the Orissa Government. The latter have informed the Commissioner that under the Three-language Formula three modern languages including the regional language, Hindi and English

(or another modern European language) are taught compulsorily to students during the secondary stage. Where the mother-tongue of the students is neither the regional language nor Hindi nor English, the teaching of a fourth language may have to be provided for. They have added that there is no objection under the scheme to teaching of any classical language as an optional subject and there is also no bar to a composite paper consisting of a modern Indian language and a classical language where this is considered necessary or desirable.

### **West Bengal**

346. In para 266 of the Seventh Report it was mentioned that there should be provision of facilities for Urdu-knowing pupils according to the All-India decision on the subject in the Sakhawat Memorial Girls' High School, Calcutta, if the stipulated number of pupils were forthcoming. As the West Bengal Government have now issued orders that there should be facilities for imparting instruction through the mother-tongue of the pupils, where there are 60 pupils in classes VIII to XI or at least 15 in the lowest class at the secondary stage, it is felt that there would be no grievance of Urdu-speaking pupils in the above-noted institution.

347. The grievances about the dearth of Urdu-knowing trained teachers and the proposed closure of the Calcutta Corporation Training Institute, as mentioned in para 268 of the Seventh Report, were referred to the State Government in January 1964. But even after repeated reminders, the comments of the State Government have not yet been received.

### **SOUTHERN ZONE**

#### **Andhra Pradesh**

348. In para 269 of the Seventh Report the request of Kannada speaking linguistic minorities for upgrading the existing Kannada Middle School at Badenehal to a High School was mentioned. The Government of Andhra Pradesh issued orders in August 1966 for upgrading of this school into a High School by opening of VIII class (new) during 1966-67.

349. The position of the complaints included in Appendix XIII of the Report is given below:

- (a) Inadequate provision for libraries, reading rooms, etc., for Oriya speakers in Icchapuram, Sompeta, Pathapatnam and Tekkali.

The Government of Andhra Pradesh communicated that the local library authorities, Srikakulam, are opening the libraries for the use of public and in these places facilities will be provided for the Oriya speaking people also. The Director of Public Libraries has directed the local library authorities, Srikakulam, to provide suitable facilities in the libraries under their control for the Oriya speaking people. The local library authorities are, however, not opening any reading rooms.

- (b) Complaints against non-appointment of teachers who passed Rashtrabhasa Kovid examination conducted by Rashtrabhasa Prachar Sabha, Wardha and non-recognition of diplomas granted by this organisation.

The Government of Andhra Pradesh are considering the question of recognition of Hindi examinations in consultation with the Union Ministry of Education.

- (c) Discrimination against Oriya Pandits in granting additional increments admissible under rules.

The Government of Andhra Pradesh issued orders in August 1965 extending the benefit of 3 advance increments to Oriya Pandits also as admissible to Telugu Pandits.

- (d) It was alleged that the question papers framed for Telugu are not correctly translated in Oriya and thus the Oriya speaking examinees are handicapped.

The Government of Andhra Pradesh have communicated that the specific instances of the translation of question papers being defective were not mentioned. No complaints about the incorrectness of the translation were received in the office of the Commissioner for Government Examinations during the examinations held in March 1964. The Director of Public Instruction has, however, issued necessary instructions to the translators to be careful in future while translating question papers for various public examinations.

- (e) Publication of Oriya text-books at State Government level to ensure their availability.

The Government of Andhra Pradesh communicated that the number of students with Oriya medium is small and supplies of books at the State level is not feasible. The Heads of the institutions are authorised to select the books from the list of text-books approved by the Board of Secondary Education, Orissa, for use by the Oriya pupils.

- (f) Suggestion for opening Oriya sections in the existing teachers' training schools at Srikakulam and Vishakhapatnam.

The State Government have stated that it is uneconomical to run separate sections in this State for training Oriya teachers. They have further informed that arrangements exist for deputing candidates belonging to Andhra Pradesh to Orissa for undergoing training in Oriya medium on a reciprocal basis.

- (g) Request for declaring some of the Oriya communities as economically and socially backward.

The State Government informed that the list of backward classes based on caste consideration has been declared null and void and the caste criteria has been replaced by economic criterion for determination of backwardness. Any person belonging to any community may

come under economically backward class if the family income is below Rs. 1,500 per annum. Therefore, the question of declaring these Oriya communities as backward does not arise.

- (h) Urdu books prescribed for lower classes are above standard whereas of higher classes are below standard.

The State Government commented that the observations made are general in nature and no specific instances were furnished. The Urdu text-books, as in cases of other languages, are being selected by the State Text-book Committee keeping in view the syllabus prescribed and are observing an uniform procedure. The defects as mentioned in the representation were not brought by the Head of any institutions to the notice of the Director of Public Instruction, Andhra Pradesh.

- (i) Request for posting of adequate number of qualified Urdu teachers in Government Multi-purpose High School, Mahboobnagar.

The Government of Andhra Pradesh informed that sufficient number of qualified teachers were posted in the Government Multi-purpose High School, Mahboobnagar.

- (j) Posting of non-Urdu knowing teachers in higher secondary and middle schools of Mahboobnagar.

The sanctioned posts of Urdu Pandits which are under the purview of the Director of Public Instruction were filled up. The posts of Grade II Pandit in Middle and High Schools were filled up by the District Educational Officer wherever sanctioned by the Government.

- (k) Request for opening parallel girls' section at girls' high school at Tekkali and Sompeta.

The Government of Andhra Pradesh reported that there were no Oriya girls in the Girls High School at Sompeta while in the Zilla Parishad Girls' High School, Tekkali, there were only nine Oriya girls studying Oriya as a language subject. The Head Mistress of the Zilla Parishad Girls' High School, Sompeta, had reported that no requests were received by her for admission of Oriya girls in the school. An Oriya knowing Pandit has been appointed in the Girls' High School at Tekkali for imparting instruction in Oriya language.

- (l) Request for grant of educational concessions and scholarships to Tamil speaking children belonging to backward classes.

The State Government communicated that the scholarships are awarded on the basis of merit and ability by the Education Department at different levels in accordance with rules and orders in force. There are no separate scholarships for linguistic minorities. Special treatment to Tamil speaking students is not considered desirable as there are other linguistic minorities also in the State.



- (m) Absence of facilities for instruction through Oriya medium in Z.P. Higher Secondary School, Tekkali.

The Government of Andhra Pradesh have reported that facilities for instruction to the children of linguistic minorities were provided by the Zilla Parishads by opening parallel sections in the secondary schools under their control. It was reported that in this institution there are one Oriya Grade I Pandit and one Oriya Grade II Pandit to impart instructions to Oriya students.

- (n) There are no Grade I Oriya Pandits in Zilla Parishad High Schools in Pathapatnam, Kasibugga, Gopuddi, Baruva, Mukhalingam etc.

From the information made available by the State Government, it is confirmed that there are no Grade I Oriya Pandits in the schools at Pathapatnam, Gopuddi and Kasibugga. The State Government have not made any comments about the appointment of Grade I Oriya Pandits in these schools and the position in respect of other schools.

- (o) Request for opening of Tamil section in the Girls' High School, Puttur, to facilitate the girls now studying in the Boys' High School.

The Secretary, Zilla Parishad, Chittoor, reported that there are no Tamil girls in the Zilla Parishad School and Tamil girls are reading in the Tamil section of the Boys' High School at Puttur. It may be noted that the demand was that a Tamil section should be opened in Girls' High School, Puttur, to facilitate the girls who are now reading in the Boys' High School at Puttur. The reply from the Secretary, Zilla Parishad, Chittoor, substantiated the absence of Tamil section in Girls' High School because of which the Tamil girls of necessity have to take admission in the Boys' High School, Puttur. It is felt that the main point raised in the complaint has been lost sight of. The State Government may consider if parallel sections can be provided in Girls' High School, Puttur, so that the Tamil girls studying in the Boys' High School, Puttur, could secure admission in the Girls' High School.

350. In para 272 of the Seventh Report, a reference was made to the complaint about the absence of Oriya medium parallel sections in the High School at Sompeta. The Government of Andhra Pradesh communicated that wherever additional teachers are required for children of linguistic minorities. Zilla Parishads are opening parallel sections in the secondary schools under their control. In the High School at Sompeta there were one Oriya Grade II Pandit and one Oriya Grade I Pandit to teach Oriya language to 104 Oriya students in classes VI to XI.

351. The reply from the State Government on other complaints have not yet been received.

## Kerala

352. In para 273 of the Seventh Report the representation that the request for opening new schools in Kasargod area should be considered favourably by the Kerala Government was referred to. The State Government informed that they would consider the application received from Kasargod area for opening of new school at appropriate time.

353. The position of representations included in Appendix XIII of the Seventh Report is given below:—

- (a) Non-filling of vacancies of Kannada teachers in the various High Schools of Kasargod taluk.

The Government of Kerala communicated that every effort had been made to provide qualified Kannada teachers in the High Schools of Kasargod taluk.

- (b) The pay-scales of Kannada teachers may be increased to make it at par with the teachers in the Mysore State.

In August, 1965 the Government of Kerala informed that enhancement of pay of Kannada teachers cannot be taken as a separate issue. The State Government recently set up a pay commission for revision of pay-scales of entire services of this State including the pay-scales of teachers.

- (c) Complaint that Kannada teachers are appointed in mid-session and retrenched every year.

This complaint was communicated to the Director of Public instruction, Kerala, by the State Government for taking necessary action

- (d) Suggestion that to overcome the dearth of Kannada graduate trained teachers, the existing untrained graduate teachers should be trained in the Tellicherry Training College.

The Government of Kerala informed in May, 1965 that all available untrained Kannada graduate teachers in service were selected for teacher's training during 1964-65.

- (e) Complaint about obtaining written declaration from candidates seeking admission to the Nursery Training Institute, Kozhikode, that the answers in the examination would be given in Malayalam.

The Government of Kerala communicated that orders were issued allowing the candidates to answer the questions in Kannada also and to supply the question papers in Kannada language in this institute, to such candidates.

- (f) Non-appointment of subject-Inspectors for schools in Kasargod taluk which is predominantly a Kannada-speaking area.

The question of appointment of subject-Inspectors in Kannada language was considered by the Government of Kerala and they decided not to appoint any subject-Inspectors for Kannada language in view of the very low number of pupils in High School classes studying this language. As regards appointment of Kannada Inspectors in other subjects for the schools in Kasargod taluk the Director of Public Instruction had been given necessary directions in the matter.

- (g) Suggestion for non-reversion of Kannada languages teachers promoted as first grade language teachers.

The Government of Kerala advised that six candidates have been selected by the Public Service Commission for appointment as Kannada teachers during 1964-65. Therefore, the suggestion for the continuance of unqualified Kannada teachers, who were promoted earlier, is against rules and cannot be accepted.

- (h) Inadequate number of Tamil teachers in Government High School, Munnar, Chalai High School, Trivandrum and Model High School, Palghat.

Government of Kerala communicated that the Education Department assesses the requirement of teachers on the basis of the pupil strength and the Public Service Commission is requested to recruit the qualified hands. If there are no applicants, the posts are re-advertised. The department also tries to recruit hands on provisional basis from Employment Exchanges.

- (i) Inadequate number of Tamil teachers in Munnar High School.

The requirement of Tamil teachers, the Government of Kerala communicated, are fully met and no additional appointments are, therefore, necessary.

- (j) Appointment of Malayalam-knowing teachers in place of Tamil teachers in Tamil medium schools.

The Government of Kerala informed that if specific instances are quoted the grievances will be looked into and assured that the difficulty would be removed.

- (k) *Failure to appoint Tamil-knowing Hindi Teachers in Chittoor, Devicolam, Palghat, Trivandrum, Peermade, and Neyyattinkane.*

The State Government stated that every effort is being made to obtain the required number of Tamil-knowing Hindi teachers for these schools.

- (l) *Lack of accommodation in Chalai Tamil High School, Trivandrum and request for appointment of a fully qualified Tamil Headmaster and Tamil-knowing Hindi Pandits.*

The Government of Kerala communicated that the lack of accommodation is the general problem pertaining not only to Chalai Tamil School, but to other schools also in Trivandrum city and is subject to the resources of the State Government. The Hindi Pandit working in this institution also knows Tamil. Fully qualified Tamil teachers are now working in this school and efforts will be made to post a fully qualified Tamil Headmaster when such a hand becomes available.

- (m) *Refusal of admission of Tamil pupils in Model High School, Trivandrum, and consequent reduction in the number of Tamil teachers.*

The State Government have reported that there had been no denial of admission to Tamil pupils in Model High School, Trivandrum. The school conducts test for the admission of students and it is possible that many Tamil students do not get admission. As regards Tamil teachers, the Government of Kerala reported that the reduction of staff in the school was usually made on the basis of the strength of students.

- (n) *The request for opening parallel Tamil sections in one of the training schools in Trivandrum city, and absence of provision for teaching of Tamil in the B. Ed. Classes.*

The Government of Kerala reported that there was no shortage of Tamil teachers in the Trivandrum district so far. There is no need to open parallel sections of Tamil in the training schools in Trivandrum as there is already an excess of Tamil-knowing hands in the district. As regards teaching of Tamil in B. Ed. classes, the State Government reported that there is no real demand for Tamil-trained hands and there will not be sufficient students to join the course. It has, therefore, been decided that there is no need to introduce Tamil for B. Ed. courses in this State.

## **Madras**

354. In para. 278 of the Seventh Report the complaint that the Telugu-trained teachers are required to pass Tamil test of S.S.L.C. standard before they are promoted, was referred to. The Government of Madras in consultation with the Director of Secondary Education issued orders in November, 1965, that Telugu-trained teachers working in Telugu medium schools or in bi-lingual schools should pass the second class language test in Tamil conducted by the Madras Public Service Commission as a condition precedent to their promotion as Headmaster of such schools. The Telugu-trained teachers aspiring for promotion as Headmaster of Tamil medium schools should pass the Tamil language test of higher standard in Tamil, which is of S.S.L.C. standard conducted by the Madras Public Service Commission.

355. The Telugu speakers had made a request for opening of a Telugu section in Standard IX and introduction of Telugu as second language in Standard IX to XI in the Municipal High School at

Gudiyattan. The Government of Madras communicated that in this High School there were Telugu sections for each of the Standards VI to XI for the benefit of pupils whose mother-tongue is Telugu. If more Telugu students wanted to join standard IX the standard can be divided into sections. The management of the school was instructed to see that admission to eligible Telugu students in any standard in 1965-66 was not refused.

### **Mysore**

356. In para 283 of the Seventh Report some complaints of the linguistic minorities in that State were referred to. The position, where final replies have been received, is indicated below:—

- (a) *Absence of educational facilities through Urdu medium in Bellary Municipal High School.*

The Government of Mysore accorded permission to open Urdu medium sections from 1965-66 onwards.

- (b) *Compulsion on Urdu pupils to offer Kannada instead of higher Urdu as provided in State Government Orders.*

The Government of Mysore communicated that G.O. in question was circulated to educational authorities in June, 1962. It may be noted that the complaint was about non-implementation of these orders and the State Government may take suitable steps to ensure that these orders are followed by the educational institutions.

- (c) *Transfer of Urdu-knowing secondary grade teachers to elementary schools.*

The Government of Mysore reported that no such complaint was received by their Education Department.

- (d) *Non-appointment of Urdu teacher in the Government Girls' High School, Bellary.*

The State Government reported that the Director of Public Instruction issued instructions to fill up vacancies if any from amongst Urdu knowing teachers by suitable adjustment.

- (e) *Absence of Telugu text-books compelling the linguistic minority pupils to read books in Kannada.*

The Government of Mysore reported that text-books in optional subjects are prescribed by the Department after considering publications from various publishers. In case of minority languages few publishers ever come forward to submit text-books in optional subjects. In these circumstances the schools and students are advised to refer to the corresponding English and Kannada text-books. The Government of Mysore have decided to produce books in six minority languages including Telugu and the Telugu text-books in some subjects would be available from 1965-66.

(f) *Requests for opening teachers' training schools for Telugu teachers.*

The Government of Mysore reported that facilities for Telugu teachers training are available in Andhra Pradesh training College at Adoni. A separate training institute is not justified as Telugu trained teachers were available for employment.

357. The Marathi speakers had suggested that the educational institutions should be permitted to affiliate with and adopt the curricula of the bodies outside the State. The Government of Mysore reported that a large number of language media are permitted at the secondary stage of education and there is no difficulty regarding affiliation of such schools. There is no college in the State using minority languages. Therefore, the question of affiliation of any such institution with any outside University or Board did not arise.

358. The State Government have not yet furnished their comments about the allegation that grants to the Municipality High School, Nipani was stopped on linguistic considerations.

WESTERN ZONE

**Gujarat**

359. In para 284 of the Seventh Report a complaint of Sindhi linguistic minorities that there were no facilities for studying of Sindhi language after VII standard in Sindhi medium High School at Jaitpur was referred to. The Government of Gujarat have stated that minimum number of Sindhi students seeking instruction through their mother-tongue in the Secondary School at Jaitpur is not forthcoming and hence it is not possible to provide such facilities. The State Government are, however, agreeable to provide facilities to Sindhi students who desire to appear at the S.S.L.C. examination with Sindhi medium.

360. A demand was made that the Government of Gujarat should implement the recommendations of the Conference of Chief Ministers and for National Integration, by permitting schools in Gujarat to teach English from V standard. The Government of Gujarat considered the recommendation made at the Chief Ministers' Conference and have stated that they are fully confident of the success of the State Government's well considered policy regarding the teaching of English and it is being implemented in the Government Secondary Schools. The State Government have however, permitted, the schools which desire to introduce the teaching of English from Standard V to VIII to do so on an optional basis.

**Maharashtra**

361. The Punjabi linguistic minorities had complained that in schools at the secondary stage of education, no facilities for teaching of Punjabi exist in Vidharbha region. The Government of Maharashtra communicated that this question was referred to the

Vidharbha Board of Secondary Education, Nagpur, who have negatived the proposal for introduction of Gurumukhi as a language for Board's examination on the ground that Gurumukhi is a script and not a language. In this connection, attention of the State Government was drawn to the fact that Punjabi in Gurumukhi script is one of the media of instruction in the Punjab State. Therefore, the observations of the Vidharbha Board of Secondary Education, Nagpur, appear to have been based on some misunderstanding. The State Government have been requested to approach the Board for reconsideration of its decision.

362. Urdu speakers of the State had made a number of complaints, position regarding which is stated below:—

- (a) *Request for opening of Urdu medium sections in Government Girls' High School at Yeotmal and for starting Urdu medium sections in Government Girls' High School at Pusad.*

The Government of Maharashtra to whom a reference was made informed that there are no separate Girls' High Schools at Yeotmal district. The facilities for education upto middle standard through Urdu media were available in the Girls' Indian English Middle School, Yeotmal. The Zila Parishad have been given control of the Government schools and it was for them to decide the question of opening additional sections in the school from Zila Parishad funds. State Government further reported that there was no proposal to start Urdu medium sections in the Government Girls' High School, Pusad, and therefore they have no comments to offer.

- (b) *Request for opening Urdu medium sections in Government Multipurpose High School at Yeotmal for Urdu students.*

The State Government have communicated that if Middle School classes are allowed to be opened in Government Multipurpose High School at Yeotmal, there will be unhealthy competition between this institution and the Anjuman Middle School. The number of Urdu students is insufficient to run two Urdu middle schools in this locality simultaneously. The State Government had assured that if at any time sufficient number of students were available, proposal to open the middle school classes in this institution will be considered by them on merits.

- (c) *Complaint that out of 16 new basic training colleges started in the Vidharbha region, not a single college has been earmarked for Urdu speaking candidates.*

The Government of Maharashtra stated that there is already one Urdu Medium Basic Training College at Balapur in Akola. The State Government did not consider it necessary to open any more Urdu basic training institutions.

(d) *Request for teaching of Marathi as a compulsory subject in all Marathi schools at all stages.*

The State Government do not consider it necessary that the regional language, Marathi, should be taught as a compulsory subject.

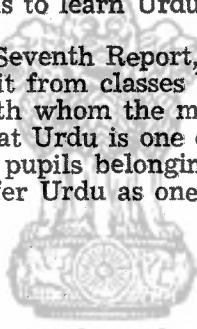
363. The replies from the Government of Maharashtra to remaining complaints of Urdu speakers and complaints of Kannada speakers and grievances referred to in para 286 of the Seventh Report have not been received.

#### NORTHERN ZONE

##### Rajasthan

364. It was mentioned at (a) on page 227 of the Seventh Report that a complaint was received about students of Jawahar High School, Kuchaman city, Nagour district, being forced to give up Urdu and offer Sanskrit instead. The matter was taken up with the Rajasthan Government, who have stated that arrangements will be made to teach Urdu in the school from 1966. It is felt that such arrangements should have been made earlier also in view of sizeable number of students desirous to learn Urdu as a subject.

365. In para 287 of the Seventh Report, the complaint about compulsory teaching of Sanskrit from classes VI to VIII has been noted. The State Government, with whom the matter was taken by the Commissioner have said that Urdu is one of the optional subjects in classes VI to VIII and the pupils belonging to the Urdu linguistic minority are allowed to offer Urdu as one of the optional subjects instead of Sanskrit.



सत्यमेव जयते



## CHAPTER III

### USE OF MINORITY LANGUAGES FOR OFFICIAL PURPOSES

366. The following Constitutional provisions have to be borne in mind while considering the use of minority languages for official purposes:—

*Article 347*—"On a demand being made in their behalf, the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognised by that State, direct that such language shall also be officially recognised throughout that State or any part thereof for such purpose as he may specify".

*Article 350*—"Every person shall be entitled to submit a representation for redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be".

No directive has so far been issued under Article 347.

367. There are no exclusively unilingual States in India. The language of the administration is a matter, which touches, in practice, many vital aspects of the life of every citizen. Therefore the States Reorganisation Commission, in Part IV, Chapter I of their Report considered this matter and put forth certain suggestions for the use of minority languages for official purposes. These were examined carefully by the Government of India in consultation with the Chief Ministers of States, and agreeing with most of the Commission's proposals they issued their Memorandum of 1956 (Appendix II). The decisions on the use of minority languages for official purposes were also taken by the Ministerial Committee of the Southern Zonal Council in 1959. The decisions on the issue by the Chief Ministers' Conference of 1961 contain most of those in the Government of India Memorandum of 1956 with certain modifications and additions. The following decisions were taken by the Conference for the use of minority languages for official purposes at different levels of administration:—

- (i) An official language is meant largely for official purposes. For communications with the public, however, the objective should be that the great majority of the people should be in a position to understand what they are told. Therefore, wherever publicity is required other languages in use in the area should be employed, even apart from official language.
- (ii) Where at least sixty per cent. of the population of a district speaks or uses a language other than the official language of the State this language of the minority group should be recognised as an official language in that district, in addition to the State official language. Recognition

for this purpose may, however, be given ordinarily only to the major languages of India specified in the Eighth Schedule of the Constitution. Exceptions may be made in regard to the Hill Districts of Assam and the district of Darjeeling in West Bengal where languages other than those mentioned in the Eighth Schedule may be used.

- (iii) Whenever in a district or a smaller area, like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course.
- (iv) The internal work of the Administration, that is noting on files, correspondence between different Government offices, should be normally and conveniently carried on in the official language of the State or the Union official language. But for dealings of the Administration with the public, petitions and representations in other languages should also be received from the public and arrangements should be made for replies to be sent, wherever possible, in such other languages to letters received in them from the public. Arrangements should also be made for the publication of translations of the substance of important laws, rules, regulations, etc. in minority languages in States or districts or wherever a linguistic minority constitutes 15 to 20 per cent of the population. For this purpose, it was agreed that it would be desirable for the States to set up a Translation Bureau at State headquarters. Where a circular or other order of State Government or notification is to be issued for the information of the local public, the District authorities may be authorised to get it translated in the local language of the district or municipal area as the case may be.

The implementation of these decisions by various States has been analysed in the succeeding paragraphs.

*Where at least sixty per cent of the population of a district speaks and uses a language other than official language of the State, that language of the minority group should be recognised as an official language in that district in addition to the State Official language.*

368. Two districts, i.e., Cachar in Assam and Darjeeling in West Bengal, fulfil the above-noted condition. According to the Assam Official Language Act, 1960, Bengali shall be used for administrative and other purposes up to and including the district level in the district of Cachar. The provisions of the Act have been enforced with effect from 15th April 1966. According to the 1961 Census, the percentage of the Bengali-speaking population of Cachar district was 78.77. Nepali is the additional official language in the three hillsub-divisions

of Darjeeling district in West Bengal. The percentage of the Nepali-speaking population in this district according to the 1961 Census is still awaited. But according to the 1951 Census, in the district of Darjeeling 88.1 per cent of the population in the hill area and 7.9 per cent of the population in the plains speak Nepali either as mother-tongue or as a subsidiary language.

369. The position as it obtains in Pondicherry may be mentioned here. In this territory, French and English are the official languages for the entire territory and Tamil is the additional official language for Pondicherry and Karaikal. Telugu is the additional official language of Yanam while Malayalam is the additional official language of Mahe. This peculiar position is due to the fact that the Territory of Pondicherry is divided into four sections. Pondicherry and Karaikal are the enclaves of the adjoining Madras State, Yanam is the enclave of Andhra Pradesh and similarly Mahe is an enclave of Kerala. The following table gives the population (1961 Census) of various linguistic groups:—

<i>Territory</i>	<i>Tamil</i>	<i>Malayalam</i>	<i>Telugu</i>
Pondicherry (district)	2,43,307	1,007	8,692
Karaikal	82,467	..	..
Mahe	62	19,380	10
Yanam	26	7	6,702

It is obvious that in all these areas the languages of the respective linguistic minorities gain the required importance though French and English are the official languages.

*Wherever in a district or a smaller area like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in usual course.*

370. As has been mentioned earlier all the district Census Hand-books according to the 1961 Census, giving linguistic break-up of population at district level and below have not yet been published.

371. The Statewise position regarding action taken for extending the benefits envisaged in the above-noted decision and notifying the areas where a linguistic minority constitutes 15 to 20 per cent of the population is given below:—

#### CENTRAL ZONE

372. *Madhya Pradesh.*—The Madhya Pradesh Government have stated that the Superintendent, Census Operations, Madhya Pradesh, Bhopal, has supplied information up to district level only, and the tehsil and townwise figures will not be available even at a later date.

because tehsil or town was not a tabulation unit for language returns in the 1961 Census. It appears that the State Government have not taken any other action to collect figures below district level. On the basis of the linguistic break-up of the 1951 Census, the State Government had earlier issued instructions that in the districts, towns and tehsils in which a single linguistic minority constituted not less than 15 per cent of the population of the area, those documents which were likely to affect the linguistic minority or which were of interest to them were to be published in the mother-tongue of the linguistic minority in addition to their normal publication in Hindi.

373. *Uttar Pradesh*.—As mentioned in para 296 of the Seventh Report, the representatives of the Uttar Pradesh Government agreed in the Seventh Meeting of the Central Zonal Council held in 1964 to review the position and take suitable steps for the implementation of the decision to extend these facilities at different levels of administration. But in a communication received from the State Government in 1965, it has again been stated that in Uttar Pradesh the district is the smallest unit of administration, and generally speaking, functionaries are allocated to the district on the basis of the district and not on the basis of any smaller unit. Therefore, it has not been possible to treat Municipal areas or Tehsils below district level as separate units except the city of Lucknow, and provide therein facilities for publicity of important rules, etc., in minority languages.

374. Earlier, such facilities were provided in the districts of Bareilly, Bijnor, Moradabad, Muzaffarnagar, Rampur, Saharanpur and the city of Lucknow, where the population of Urdu-speakers was more than 15 per cent of the population. These facilities have now been extended to the three more districts of Lucknow, Meerut and Pilibhit also on the basis of the linguistic break-up of the 1961 Census. The State Government have not prepared lists of municipalities, tehsils, etc., where a linguistic minority constitutes 15 per cent or more of the population. The Commissioner feels that non-extension of the facilities to municipal and tehsil levels, as envisaged in the decision of the Chief Ministers' Conference of 1961, would be a handicap to a sizeable section of the population of the State.

#### EASTERN ZONE

375. *Assam*.—The Assam Government have accepted the decision in principle and have recently prepared a list of local areas below district level where a linguistic minority constitutes 15 to 20 per cent of the population. It has been reported by the State Government that the Census information regarding linguistic break-up of population in the areas below district level are not available, but they have prepared the list on the basis of some approximate assessment. The Assam Government have been requested to issue suitable orders for the implementation of the decision on the basis of the list prepared by them. However, there are some arrangements for giving publicity in various places in the State in a number of minority languages by publication of pamphlets, etc., on important matters by the Directorate of Information and Public Relations. It has also been reported by the State Government that in the autonomous hill districts local tribal languages are also used as media of publicity.

376. *Bihar*.—The Bihar Government have accepted the decision in principle, and they have stated that it has not yet been possible for them to implement it because the language-wise break-up of population regarding sub-divisions, blocks, etc., were not made available by the Census authorities. They have added that necessary action will be taken as soon as the linguistic break-up is available. It is felt that the State Government should have no difficulty in obtaining these figures from the Census organization.

377. *Orissa*.—The Orissa Government have reported that lists of areas like municipalities and tehsils, where a linguistic minority constitutes 15 per cent or more of the population, could not be prepared so far, because these figures were not collected in the 1961 Census. They have added that steps would be taken to find out the percentage of each language group in police circles after the District Census Hand-books become available.

378. *West Bengal*.—Arrangements have been made to publish important Government notices in Darjeeling district and the Santhal areas in Gorkhali and Santhali, respectively. Instructions have also been issued to the district boards and municipal bodies to adopt the practice of publishing important notices, rules, by-laws, etc., in the languages of the linguistic minorities residing within their areas. The State Government, however, have not so far drawn up a list of the areas where a linguistic minority constitutes 15 to 20 per cent of the population.

#### SOUTHERN ZONE

379. *Andhra Pradesh*.—The Andhra Pradesh Government have issued a provisional list of areas where a linguistic minority constitutes more than 15 per cent of the population and have also issued orders extending the safeguards to such areas.

380. *Kerala*.—The Kerala Government have issued orders for extending the safeguards to the areas where a linguistic minority constitutes 15 per cent or more of the population. Local areas for Tamil language have been specified, and it has been reported that orders in respect of other languages will be issued in due course.

381. *Madras*.—The Madras Government have issued a list of linguistic minority areas and orders have also been issued for extending the safeguards to these areas.

382. *Mysore*.—The Mysore Government have stated that the list of the areas where a linguistic minority constitutes 15 per cent or more of the population, is being revised according to the 1961 Census figures.

#### WESTERN ZONE

383. *Gujarat*.—The Gujarat Government have directed that important Government notices and rules should be published in the Marathi language in Baroda municipality and in the Sindhi language in Gandhidham. For preparation of a list of linguistic minority areas, the requisite information has been called from the Collectors and the State Government have assured that if there are any

more areas where a linguistic minority constitutes 15 per cent or more of the population, further action will be taken.

384. *Maharashtra*.—The Maharashtra Government have prepared a list of the areas where a linguistic minority constitutes 15 per cent or more of the population according to the 1961 Census for implementing the safeguards. It has been reported by the State Government that orders to the effect will only be issued after arrangements are made for translation into minority languages.

#### NORTHERN ZONE

385. *Punjab*.—The Punjab Government have issued orders for publication of all non-statutory notifications in Urdu in the tehsils of Ferozpur-Jhirka, Nuh and Malerkotla.

386. *Rajasthan*.—The Rajasthan Government have agreed to implement the decision. It has also been reported that steps are being taken to prepare a list of the areas where, according to the 1961 Census, a linguistic minority constitutes 15 per cent or more of the population.

387. As is evident from the preceding paragraphs, many State Governments are yet to prepare lists of the areas where, according to the 1961 Census figures, a linguistic minority constitutes 15 per cent or more of the population. It is felt that expeditious steps should be taken by the State Governments in the matter so that a large number of linguistic minorities may not remain bereft of the facilities envisaged in the decision of the Chief Ministers' Conference of 1961.

*For dealings of the administration with the public, petitions and representations in other languages should also be received from the public and arrangements should be made for replies to be sent, wherever possible, in such other languages to letters received in them from the public.*

388. The position regarding implementation of this decision is stated below:—

#### CENTRAL ZONE

389. *Madhya Pradesh*.—The Madhya Pradesh Government have reiterated their stand for not sending replies in minority languages. They contend that sending such replies would detract from the efficiency in disposal of cases and would invariably entail delay. The State Government have intimated that applications for redress of grievances, etc., written in Bengali, Marathi and Urdu are accepted.

390. *Uttar Pradesh*.—The Uttar Pradesh Government orders are that wherever possible replies to representations received in Persian or other scripts used in the State should be in the same script.

## EASTERN ZONE

391. *Assam*.—In Assam, the people are free to send representations, etc., in their own languages. The Assam Government have also accepted in principle the decision to send replies, as far as possible, in the same languages in which the representations are received. The provisions of the Assam Official Language Act, 1960, have been enforced with effect from 15th April 1966, and instructions have been issued that replies to representations from the public are to be sent in Assamese in the Brahmaputra Valley districts and in Bengali in Cachar district. When it was pointed out that their earlier decision was at variance with the latter instructions, the Assam Government have replied that though they had accepted in principle the decision of the Chief Ministers' Conference of 1961 in this regard, yet its implementation will have to await implementation of the Official Languages Act fully, as arrangements are only being made to switch over to the official language, i.e., Assamese in the Brahmaputra Valley and Bengali in Cachar district.

392. *Bihar*.—In Bihar people are free to file petitions in their own language. Steps have been taken to see that replies are sent, as far as possible, in the same language in which petitions are filed.

393. *Orissa*.—The Orissa Government accept petitions from the public written in any language used in the State, but replies are given only in English.

394. *West Bengal*.—It has been reported that in West Bengal, as far as practicable, petitions received in Hindi, Nepali, Santhali and Urdu are replied to in the same languages.

## SOUTHERN ZONE

395. *Andhra Pradesh—Madras—Mysore*.—The orders issued by the Governments of Andhra Pradesh, Madras and Mysore are that wherever practicable representations received in a minority language from the areas where speakers of such a language constitute 15 to 20 per cent of the population of that area, should be replied to in that language. The territorial restrictions imposed by them are not entirely in consonance with the spirit underlying the decision of the Chief Ministers' Conference of 1961.

396. *Kerala*.—The Kerala Government have reported that the official language of the State continues to be English and replies to all petitions are sent in English.

## WESTERN ZONE

397. *Gujarat*.—The Gujarat Government had issued instructions in 1962, that representations in a minority language should be accepted, and as far as practicable the reply should be sent in the same language. The State Government however changed the stand in 1965 and said that the question of giving replies to communications in the languages in which these were addressed to

Government might be considered if the persons of that group were in an appreciable number, i.e., 15 per cent in that area/taluk. The State Government have been requested to revise their stand as the territorial restriction goes against the spirit of the decision on the subject.

398. *Maharashtra*.—The Maharashtra Government have said that there is no restriction as to the languages to be used in petitions and applications addressed to the Government or officers subordinate to it. But the replies to the communications from the public are to be given in Marathi or English or Hindi. The State Government have added that the replies to petitions/letters in minority languages may be possible only after adequate arrangements are made for authentic translations into minority languages.

#### NORTHERN ZONE

399. *Punjab*.—The Punjab Government have accepted this decision and have issued orders that applications for the redress of any grievance submitted not only in the official languages of the State (i.e. Hindi, Punjabi and English) but also in any of the other languages used in the State such as Urdu etc. should be entertained by all offices/authorities in the State. Replies to representations received by Government authorities at and below district level in Hindi and Punjabi should invariably be given in the same language and script as far as possible. In regard to applications received at and below the district level either in languages other than Hindi and Punjabi or in different scripts, the replies should go in the language and script of the petition as far as possible.

400. *Rajasthan*.—In Rajasthan representations and petitions from the public to the administration are acceptable in any language used in the State. Orders have also been issued by the Rajasthan Government that while replies to such communications should be sent to the persons concerned in Hindi or English, a translation in the minority language of the said reply should invariably be enclosed.

401. The various restrictions imposed by several State Governments are not in consonance with the decision of the Chief Ministers' Conference of 1961 on the subject. No numerical strength of a particular linguistic group in a State was prescribed nor did the decision make an exception in the case of the States where English is still the official language. It is felt that the decision of the Conference should be fully implemented by all the State Governments without further delay.

*Arrangements should also be made for the publication of the substance of important laws, rules regulations etc., in minority languages in areas in which a linguistic minority constitutes 15 to 20 per cent of the population. For the purpose, it was agreed that it would be desirable for the State to set up a translation bureau at State Headquarters.*



402. *Madhya Pradesh*.—As stated in para 305 of the Seventh Report, the Madhya Pradesh Government did not agree to implement the above decision as, according to them, there were difficulties in translation and need for scrupulous accuracy and fidelity to the original text. In the Seventh meeting of the Central Zonal Council held in September 1964, the Chief Minister of Madhya Pradesh agreed to make arrangements for publication in minority languages the substance of important laws, rules and regulations. But nothing has since been heard from the State Government.

403. *Uttar Pradesh*.—In Uttar Pradesh, the substance of important laws, rules, regulations and notifications is to be published in the "Naya Daur", an official Urdu publication of the State Government. The Uttar Pradesh Government have also decided that proper publicity in Urdu should be given in the areas where this language is prevalent. Instructions have also been issued to the concerned District Magistrates to persuade local bodies within their districts to provide necessary facilities for publication of the substance of important bye-laws, etc., in Urdu as well.

404. *Assam*.—The Assam Government have set up a wing for translation of important Acts, rules, notifications, etc., into Assamese, Bengali and Hindi. The State Government are working out the details regarding setting up of a general translation wing as well.

405. *Bihar*.—Though the Bihar Government have accepted the decision in principle, yet there appears to be no provision for publishing the translations of the substance of important laws in minority languages,

406. *Orissa*.—The Orissa Government have stated that translations of important laws, rules, regulations, etc., into Oriya even had not made much headway. They added that publication of translation of the substance of important laws, rules, regulations in minority languages and setting up a Translation Bureau at the State headquarters would mean an avoidable wastage of human energy and Government resources.

407. *West Bengal*.—According to the information available with the Commissioner, the issue of implementation of this decision and the details for setting up of a suitable machinery to be entrusted with the task of publication of translation of the substance of important laws, rules, etc., in minority languages are under examination of the State Government.

408. *Andhra Pradesh*.—There is a translation department at the State headquarters with the facilities for translation from English into Hindi, Kannada, Marathi, Tamil, Telugu and Urdu and *vice-versa*. All important laws are published in English, Telugu and Urdu languages.

409. *Kerala*.—The Kerala Government had ordered heads of departments to forward very important notifications of general nature to the translation branch of the Government Secretariat for their translation into Tamil and Kannada.

410. *Madras*.—The Madras Government issued orders in May, 1966 for constitution of a translation cell for translating all important Government notices, rules, etc., into Kannada, Malayalam, Telugu and Urdu.

411. *Mysore*.—The Mysore Government reported that due to paucity of staff, translation work in various minority languages could not be taken up at State level. But in Belgaum district notices, etc., were being published in Marathi in Belgaum, Khanapur and Chikodi taluks.

412. *Maharashtra*.—In Maharashtra, State Acts, Bills, rules and regulations as well as Central Acts are translated into Hindi and Marathi only. No orders for their translation into minority languages have been issued.

413. *Gujarat*.—It seems that the Gujarat Government have not issued orders to implement this decision.

414. *Punjab*.—The Punjab Government have not considered it necessary to set up a translation bureau at the State headquarters for translating the important laws, rules, regulations, etc., into minority languages.

415. *Rajasthan*.—As has been stated in the Seventh Report, though no formal orders were issued by the Rajasthan Government, yet it was decided that the substance of laws, notifications, rules and regulations should be published by the State Translation Bureau in various minority languages used in the State.

416. It is evident from the foregoing paragraphs that several State Governments have yet to take action for publication of translation of the substance of important laws, rules, regulations, etc., in minority languages. It felt that early action should be taken by them according to the decision of the Chief Ministers' Conference of 1961 on this subject, as otherwise large sections of the people will continue to be deprived of the benefits envisaged therein.

## COMPLAINTS

417. The complaints from linguistic minorities for redress their grievances connected with the use of minority languages for official purposes have been discussed briefly in the following paragraphs :

### CENTRAL ZONE

418. *Madhya Pradesh*.—As mentioned in para 314, Urdu-speakers demanded that the Burhanpur and Khandwa municipal authorities should accept applications in Urdu and send replies in that language. The issue was taken up by the Commissioner with the Madhya Pradesh Government, who have stated that the municipal committees of the aforesaid places are prepared to accept applications in the Urdu language, but it may not be always possible for them to send replies in the same language.

419. *Uttar Pradesh*.—Two complaints of Urdu-speakers were mentioned in para 315 of the Seventh Report. In one of them it was said that the Urdu-speaking people of Uttar Pradesh were inconvenienced, because even the speeches delivered in Urdu in the Uttar Pradesh Legislature were published in the Devanagari script. The Uttar Pradesh Government to whom the matter was referred to for comments have taken the plea that there is no basic difference between Urdu and Hindi. Speeches as delivered in the Legislature are published in the proceedings and Urdu words are not substituted by Hindi ones. They have added that as Hindi in the Devanagari script is the official language of Uttar Pradesh, there is no case for publishing speeches in the Persian script. Here it may be mentioned that the Urdu speeches delivered in Parliament are published in the Persian script in Parliamentary proceedings. Hence it is felt that the Uttar Pradesh Government may also do so, without any detriment to their official language.

420. The other complaint was that summonses and notices were to be in the Devanagari character only from 1958, though till 1957 these were printed in Hindi and Urdu by the Government Press. The Uttar Pradesh Government to whom a reference was made by the Commissioner have stated that Hindi is the official language of the State and is also used as the language of Civil and Criminal courts of the State. Therefore, according to the Government orders the use of Hindi in the Devanagari script only is permitted for court summonses, notices, etc. They have added that instructions have been given to ensure that the language used in summonses and notices, etc., is simple so that the common people may understand it easily.

#### EASTERN ZONE

421. *Assam*.—In para 317 of the Seventh Report it was said that a linguistic minority had suggested that there should be a permanent committee in Assam for looking after the interests of the linguistic minorities, so that while allocating funds for development and welfare activities no part of the State, where linguistic minorities were concentrated, was neglected. Due to complaints about neglect of areas inhabited by linguistic minorities, the Commissioner recommended consideration of the proposition by the Government of India and the State Government. In reply the Assam Government have *inter alia* said that so far as the linguistic minorities spread over the Hills districts are concerned, the recommendation seems to be quite obsolete in view of the recommendation of the Pataskar Commission dealing with the entire question of future administrative set-up of these areas. As for Cachar district, the area is well represented in the State Legislature, Cabinet as well as in Parliament by the representatives of the people of the area. The State Government have added that they are of the view that "mixing up of language and development, a cultural heritage and economic interests is bound to do more harm than good. It is true that backward areas, undeveloped localities and economically depressed groups need special attention, but the application of purely linguistic considerations in these contexts seems to be entirely misplaced".

422. In this connection it may be said that it would have been more to the point if the State Government would have refuted the contention that under-development was due to the fact that the majority of the population there speaks a language other than the regional language. If such an argument supported by some evidence is not put forth by the State Government, then the correlation of the minority language to under-development seems to be *prima facie* reasonable.

423. With reference to the complaint mentioned in para 320 of the Seventh Report that the important State publications distributed in the Khasi-speaking areas were often in Assamese resulting in little benefit to the Khasi-speakers, the Assam Government have stated that publications in Khasi and/or English are being distributed in the Khasi-speaking areas.

424. When the Assistant Commissioner visited Dhubri in May 1966, the Bengali-speakers complained that though they formed the majority of the population of Dhubri Municipal area yet important rules, notices, etc., were not issued in Bengali resulting in great hardships to Bengali-speakers. When the issue was referred to the State Government, they agreed that Bengali-speakers in Dhubri town constituted more than 15 per cent of the total population. They added that although the State Government had agreed in principle to arrange for publicity in the minority languages also, in such areas, it would take some time to implement this decision and to set up requisite machinery for this purpose. The Commissioner feels that early action should be taken by the State Government so that important rules, notices, etc., may be published in Bengali also in Dhubri town, otherwise the benefits, as envisaged by the Chief Ministers' Conference of 1961 would not be available to the people of this area.

425. It was complained that railway tickets in Cachar did not have Bengali inscription on them. The Commissioner took up the issue with the Railway Board, who after examining the matter issued instructions to the General Manager, North-East Frontier Railway, Pandu, to have the railway tickets issued for journeys originating from railway stations situated within the boundaries of the Revenue District of Cachar, printed in English, Hindi and Bengali.

426. It was complained that not a single Bengali typewriter had been supplied to the office of the Deputy Commissioner, Cachar, or the Sub-Divisional Officer's office. The Sub-Divisional Officer, Sadar, stated that he had received intimation of delivery of 20 Bengali typewriters.

427. Bihar.—It was mentioned in para 321 of the Seventh Report that Oriya-speakers had requested that Oriya should be introduced in courts and sub-registrar's office and that primary *parchas* issued by the Bihar Government should be in Oriya instead of in Hindi. The matter was referred to the State Government, who have said that they have carefully considered the demand for introduction of the Oriya language in courts and sub-registration offices in Dhalbhum

sub-division and have come to the conclusion that it is neither possible nor necessary to do so. With regard to primary *khatiyans*, they have stated that these are being prepared in Hindi, but copies of these in Oriya are also being supplied to the tenants on request.

428. As mentioned in para 325 of the Seventh Report, Bengali-speakers of Singhbhum complained that the principal court languages of the Dhalbhum sub-division were Bengali and English till 1948-49, and thereafter Hindi and English. Bengali was continued as an additional court language for some time. But this was discontinued in 1950. They also complained that rent-receipts for agricultural lands which used to be granted to *raiya*t in Bengali were being given in Hindi since 1956 and forms used by public were not supplied in Bengali. The Bihar Government have stated that Hindi has become the official language of the State and no other language, excepting English for which a special provision exists, can be used as the court language. Similarly, in case of rent-receipts no other language except Hindi, can be used. As regards forms, etc., the State Government have accepted the principle that if in any area any language other than the regional or official language is spoken by 15 per cent or more of the population, notices, rules, etc., should be published in that area in that minority language besides the official language. The State Government have added that it has not been possible for them to implement this decision as languagewise break-up of population in the sub-divisions, blocks, etc., has not yet become available.

429. In spite of repeated reminders, no reply has been received from the State Government about the complaint of Urdu-speakers against the proposed amendment of Rules 16 and 17 of the Bihar Industrial Employment (Standing Order) Rules, 1947, according to which the standing orders would be published in Hindi and English only.

430. In reply to a demand for the recognition of Urdu as the second official language in certain States, the Government of India stated they did not propose to advise the President to issue directive under Article 347 of the Constitution for the recognition of Urdu as second Official language in the States of Uttar Pradesh, Madhya Pradesh, Bihar, Punjab, Rajasthan and the Union territory of Delhi.

431. It was complained that though the Urdu-speakers of Purnea district constituted much more than 15 to 20 per cent of the population of the district, yet important Government notices and rules were not being published in Urdu. The Bihar Government's comments on the complaint are still awaited.

432. *West Bengal*.—The following complaints pertaining to the use of Urdu for official purpose were referred to the West Bengal Government in 1965 and in spite of several reminders, their comments are still awaited:—

- (a) Complaint that important Government notices and rules were not being published in Urdu in Islampur sub-division

of West Dinajpur district though Urdu-speakers constituted more than 15 per cent of the population there.

- (b) Complaint that publicity material, important rules, notices, and voters' lists were not being published in Urdu in Lalbagh Municipality, Murshidabad district, though more than half of the population were Urdu-speakers.

#### SOUTHERN ZONE

433. *Andhra Pradesh*.—The position of the relevant complaints is as follows:—

- (a) The Oriya linguistic minority in Srikakulam district had complained that Gram Sevaks and Gram Sevikas posted in the areas where linguistic minorities predominated did not always know the local language. The Government of Andhra Pradesh reported that an order to the effect that the officers posted to work in local areas may be persons with adequate knowledge of the minority language of that area as far as it is practicable, was issued in November 1960. The State Government are pursuing the question of posting of Gram Sevaks and Gram Sevikas who have adequate knowledge of minority language in such areas.
- (b) Oriya-speakers had also complained that though they constituted more than 40 per cent of the population of Sompeta, Tekkali and Patapatnam Talukas, voters' lists and ballot papers had not been printed in Oriya. The Government of Andhra Pradesh informed that as per directions of Election Commission of India, the electoral rolls should be printed in a language other than the language of the majority of the population where such language is spoken by a substantial minority not less than 20 per cent of the population of the constituency and the literate population in that language being fairly large. The Collector, Srikakulam, has reported that the Oriya-speaking minority is less than 20 per cent of the total population in the constituencies in the district and expressed the view that it is not necessary to print the rolls in any minority language.
- (c) Another complaint of Oriya-speakers was that no document whereby right to property is transferred was allowed to be written in Oriya in the Sub-Registration Office. The State Government have reported that no such complaint was received by the Inspector General of Registration and Stamps, Andhra Pradesh. He has, however, addressed the District Registrars of Srikakulam and Visakhapatnam in the matter.
- (d) Urdu-speakers in Mahabubnagar complained that English translations of plaints were still demanded in courts and arguments were not allowed in Urdu. The State Government since issued revised orders in April 1965 regarding use of minority languages in the courts. In most of the

districts including Mahabubnagar Urdu is prescribed as one of the languages of the court and the Urdu speaking people may present plaints, applications, etc., written in Urdu language. It is no longer necessary to enclose English translations of Urdu petitions, plaints, etc., and the use of Urdu language by the advocates for arguments is allowed.

- (e) The Tamil-speaking minority in Chittoor district had complained that the existing signboards in Tamil were being systematically replaced by Telugu boards in all Government offices. They wanted that the Telugu boards be installed without removing those written in Tamil. The State Government informed after thorough verification in the matter that no instances of replacement of Tamil nameboards in offices by Telugu nameboards were brought to their notice.
- (f) A demand was made by the Anjuman Taraqqi Urdu of Andhra Pradesh for inclusion of necessary clause in the Andhra Pradesh Official Bill, 1966, providing for the use of Urdu for official purposes in the State. The matter was taken up with the Government of Andhra Pradesh who have informed that necessary provision under clause 7 of Andhra Pradesh Official Act, 1966 was made for the use of Urdu or any other language or languages in addition to the Telugu language, in such areas and for such official purposes of the State and for such periods as may be specified in the notification in the Andhra Pradesh Gazette.

34. The following complaints were referred to the Government of Andhra Pradesh and their report is awaited:

- (i) Documents written in Oriya transferring the right to property were not allowed for registration in the office of the Sub-Registrar, Kasibugga, Sompeta, Tekkali and Patapatnam.
- (ii) Oriya language should be accepted as a subsidiary language for courts and offices in Srikakulam district.
- (iii) Applications, petitions written in Oriya language were not accepted by courts and offices.
- (iv) Posters, pamphlets, booklets, etc., published by the State Government for the information of the general public concerning the policy and programme of State Government were not printed and published in Oriya language.
- (v) In spite of repeated representations to the Government for posting of officers knowing both Oriya and Telugu languages, only Telugu knowing officers are being posted to the various departments of Srikakulam district.

- (vi) No interpreters are appointed either in the Sompeta District Munsif's court or Magistrate's court to translate depositions given in Oriya.

435. *Kerala*.—The Kannada linguistic minority of Kasargod area had requested that the medical and para-medical personnel who were posted in that area should have adequate knowledge of Kannada. The Government of Kerala have informed that the medical and para-medical personnel knowing Kannada language have been posted in Kasargod area.

436. The Kannada-speakers had complained that a large number of village assistants and Gram Sevaks appointed in Kasargod area were ignorant of Kannada. The Government of Kerala have informed that Kannada-knowing hands were not readily available for appointment as village assistants and steps have been taken to recruit Kannada knowing hands through the Public Service Commission. As regards Gram Sevaks, the State Government issued instruction to the District Collector, Cannanore to post a Kannada-knowing Gram Sevak in the area from amongst those working in the district.

437. The Kasargod Karnatak Pranthikarana Samithi passed a resolution protesting against Government orders insisting translation of the resolutions of the Panchayat in Malayalam and requiring the Panchayats in the Taluka to tune their radios only to Trivandrum and Calicut stations. They also complained about the failure of the State Government to supply Kannada forms to Panchayat schools, village offices and other Government departments. The Kerala Government have clarified that orders requiring that all resolutions of the Panchayats of Kasargod should be written in Malayalam was intended to be implemented in Malayalam areas only. By mistake some of its copies were sent to Panchayats in Kannada-speaking areas and later orders were issued to withdraw it from Panchayats in Kannada areas. The Panchayats are free to correspond in English or Kannada language. There was also no compulsion to tune the Panchayat radios to Trivandrum and Calicut stations only. The State Government further reported that action was being taken to get the required number of forms printed in Kannada.

438. The Tamil-speakers had urged for the recognition of Tamil for the use in public documents and for official purposes, and alleged discriminatory treatment towards Tamil translators. The State Government issued necessary instruction in September 1961 for the use of Tamil in public documents and for other official purposes. The State Government also informed that no differential treatment was being meted out to Tamil translators.

439. The Tamil-speakers had complained that the State Government advertisements were not given for publication in VACHINAD, the only Tamil weekly in the State. The Kerala Government have informed that the Government notifications, notices, etc., are published only in dailies and not in weeklies.



440. The Tamil linguistic minority had alleged that in Devicolam taluk where Tamil-speakers were concentrated, not even one Tamilian was working in the Government offices. The Kerala Government denied this allegation and stated that Tamil-knowing officers are working in various offices in Devicolam in various capacities.

441. A request was made by the Karnataka Samithi, Kasaragod for the supply of newsprint to their Kannada Weekly 'Nada Premi' published for the benefit of Kannada-speakers of Kasaragod. The matter was taken up with the Registrar of Newspapers for India, New Delhi, who had informed that clearance to the paper as well as recommendation with regard to the grant of newsprint quota was issued to them on 20th January, 1966. The Chief Controller of Imports and Exports, New Delhi had also issued a licence on March 4, 1966 for the same in favour of the weekly.

442. It was complained that Kannada-knowing Block Development Officers working at Kasaragod and Manjeswar Block were being transferred and in their places officers who did not know Kannada were being posted as Block Development Officers of Kasaragod and Manjeswar Block. The Kerala Government reported that Kannada knowing officers had been posted as Block Development Officers at Kasargod and Manjeswar Block.

443. It was alleged that though there are many Kannada knowing Field Workers in Kasargod area who are eligible for promotion as Health Inspectors and Extension Educators of Family Planning, they are not being considered for promotion and persons from Malabar who are ignorant of Kannada language are being posted to these posts in Kasaragod area. The Kerala Government reported that the following number of persons knowing Kannada language had been posted in Kasaragod area to the various categories of posts:—

Category	Number
(1) Medical Officers	5
(2) Filaria Inspectors	2
(3) Health Inspector	1
(4) Extension Educators (Family Planning)	2
(5) Health Visitor (General)	1
(6) Health Visitor (Leprosy)	1
(7) Maternity Assistants	7

444. It was complained that the posts of Executive Officers in the various Panchayats of Kasaragod area were being filled up by persons who are ignorant of Kannada and the trained Panchayat Assistants knowing Kannada were not considered for promotion to such posts. The Kerala Government informed that orders had been issued to the Heads of Departments that an endeavour should be made to see, so far as may be found practicable with due regard to administrative convenience that officers posted to work in local areas in the State where 15% or more the population speak a minority language, are persons who possess adequate knowledge of the minority language. Orders were also issued that only officers possessing requisite

language qualification will be considered for promotion to all executive posts in the areas where the predominant language is Tamil or Kannada even though such officers may not be eligible for promotion in the order of seniority. The State Government have again reminded the Head of Departments to strictly carry out these directions.

445. A demand was made for the continuance of publication of Kerala Panchayat Journal in English. The Director of Panchayats, Trivandrum has informed that they have sanctioned the publication of both English and Malayalam versions of the journal. English version is now being supplied to the Panchayats in Kannada and Tamil speaking areas and to those who require English version of the journal.

446. It was complained that though the discussion in Panchayats were in Tamil by the Panchayat members of Devicolum, the deliberations were rendered in Malayalam by the Executive Officer and his staff, who did not know Tamil. The Kerala Government informed that the Executive Officer and a few clerks are Malayalam knowing persons and the rest are Tamil knowing subordinates. This is an area where there is a large percentage of Malayalees and so Malayalam cannot be excluded from the office. Malayalam speaking employees have also become conversant with Tamil. The President of the Panchayat knows Tamil and Malayalam and translations are done under his supervision.

447. The following complaints were referred to the State Government whose report is awaited:—

- (i) The Electoral Rolls should also be printed in Tamil.
- (ii) Officers familiar with Tamil language should be posted in Munnar area and records of rights in revenue papers, court notices and other forms should be available in Tamil.
- (iii) Use of Tamil should be permitted in Courts and depositions made in Tamil should be recorded in Tamil.
- (iv) The services of a permanent translator and interpreter in the Courts in Palghat should be provided because witnesses depose in Tamil and the Presiding Officers find it difficult to record their statements.

448. *Madras.*—Telugu-speakers from Madras State had desired that Electoral Rolls for Madras city should be printed in Telugu. The Government of Madras have informed that they had approached Election Commission of India in the matter. The Election Commission has agreed to printing of Electoral list in Madras city in English only in addition to Tamil.

449. The Telugu linguistic minority of Hosur taluk had complained that registration of documents in Telugu was not possible in Hosur taluk and that only Tamil knowing clerks were being posted in the Sub-registry at Krishnagiri. As regards writing of endorsements in Telugu, the State Government reported that the Inspector-General of Registration had issued instructions to all Sub-Registrars

to endorse documents written in any of the languages of the Sub-District prescribed under Rule 14 of the Registration Rules, in the same language, and to endorse documents written in any other language, in English. The State Government further reported that the allegation that only Tamil knowing clerks are posted in Sub-Registrar's office, Krishnagiri is baseless.

450. In another complaint the Telugu speaking minority had requested that Indexes of all documents registered in the Registration Offices in Hosur and Denkanikota should be kept in the Telugu language as it existed earlier. The State Government reported that the question of preparation of indexes in the minority language besides Tamil was deferred due to the National Emergency. The State Government have now decided to revive the preparation of indexes for documents in Telugu as was the practice prior to 1-1-1961, and have accordingly requested the Inspector General of Registration to have the indexes, etc., prepared in Telugu.

451. Regarding the posting of Tamil knowing Gram Sevaks in Hosur taluk where Kannada-speakers are concentrated, the Government of Madras issued instructions emphasising that endeavour should be made that officers posted to work in such local areas where linguistic minorities constituted a substantial portion, are persons who possess adequate knowledge of minority language, as far this may be found practicable with due regard to administrative convenience.

452. A request was made for printing of electoral rolls in Telugu and Kannada languages for the General Election 1967 for the area in Hosur taluk. The Election Commission, India, have informed that the electoral rolls of Hosur and Uddanpalle assembly constituencies of Madras State will be prepared in Telugu and Kannada languages in addition to Tamil.

453. The following complaints were referred to the Madras Government whose report is awaited:—

(i) Telugu speaking people of Hosur taluk alleged that the G.O. No. 455 dated 14-3-1961, permitting the use of Telugu for official purposes in the Telugu-speaking areas is not being implemented by the Commissioner of Panchayat Union Council.

(ii) Request for issue of land revenue receipts to Pattadars in Telugu.

454. *Mysore*.—As mentioned in para 355 of the Seventh Report, a demand had been received that Bellary district should be declared as bilingual for the purpose of publishing important Government notices, etc., in Telugu. The Government of Mysore reported that list of areas where linguistic minorities constitute 15 per cent. or more of the population was being revised according to 1961 Census. The required figures were not made available by the Superintendent Census Operation so far and the matter is being pursued further.

455. In this para, the complaint that forms in Telugu were not being supplied by the Government offices in Bellary was also referred. The Government of Mysore informed that an order was issued in October 1963 that forms, etc., to be used by public should be printed

in regional language and the language of the minority where single linguistic minority constitute 15 per cent or more of the population of the area.

456. The report from the State Government in respect of other complaints of Telugu-speakers mentioned in para 355 of the Seventh Report has not yet been received.

457. About the complaint that applications written in Urdu were not accepted by the offices under the State Government, the Government of Mysore informed that applications written in Urdu were not rejected.

458. A demand was made for writing signboards indicating the names of offices, villages, towns and highways in Urdu also along with the regional language of the State. The Mysore Government communicated that the signboards indicating the names of offices, etc., are in Kannada or English and boards put up in the past in Urdu are being continued.

459. It was requested by the Urdu-speakers in Raichur that the summons, notices, etc., from Panchayat offices should also be issued in Urdu. The State Government reported that in many of the Panchayat offices in the Gulbarga division including Raichur notices were being issued in Urdu also.

460. The demand for Urdu as a second language of Mysore State was referred to the State Government and their report is awaited.

#### WESTERN ZONE

461. *Gujarat*.—The Sindhi linguistic minority had stated that the Sindhi population of Jetpur municipality constitute more than 15 per cent of total population. Therefore, circulars, notices, etc., issued by the municipality should be available in Sindhi language and also be published in Sindhi newspapers. The Government of Gujarat reported that it is not possible for the Jetpur municipality to publish public notices in Sindhi newspapers as the majority of the population consists of Gujarati speaking people and there are very few persons who can read Sindhi newspapers.

462. *Maharashtra*.—It was alleged that in courts at Sholapur there are no Kannada knowing clerks and petitions and evidences are not properly understood. This was discussed by the Deputy Commissioner for Linguistic Minorities during his visit to Sholapur in September 1965 and the attention of the State Government officials was drawn in this connection to the resolution dated 17-5-60. The Deputy Secretary told the Deputy Commissioner that the resolution was still in force and as such the presiding officers should be conversant with both the languages, Marathi and Kannada.

463. It was alleged that applications and representations submitted in Urdu were not being accepted in some offices in Aurangabad district. The matter was discussed by the Deputy Commissioner during his visit to Aurangabad in 1965. The Personal Assistant to the Collector of Aurangabad and the Deputy Director of Education, Aurangabad told the Deputy Commissioner for Linguistic Minorities that their offices entertained applications written in Urdu.

464. The following complaints were referred to the State Government whose report is awaited:—

- (i) It was complained that circular instructions were issued in Marathi only and Kannada knowing people find it difficult to understand them.
- (ii) It was demanded that at least one Kannada knowing clerk should be appointed to the Zilla Parishad, Sholapur.
- (iii) Kannada language is not used on signboards.
- (iv) It was alleged that the Collector of Nanded had passed specific order prohibiting acceptance of petitions written in Urdu.

465. The reply to complaints referred to in paras 357 and 358 of the Seventh Report is still awaited from the State Government.

#### NORTHERN ZONE

466. *Punjab*.—A complaint was made that a sub-judge in Jullundur had refused to accept a petition on the ground that it was written in Hindi. The Punjab Government have clarified that the language of courts subordinate to High Court is Hindi in Devnagari script in Hindi region and Punjabi in Gurmukhi script in Punjabi region and English and Urdu in Chandigarh capital.

467. *Rajasthan*.—The complaints of Sindhi-speakers mentioned in para 361 of the Seventh Report are still under examination of the Rajasthan Government. The complaints were sent in December, 1964 and it is felt that the State Government should decide the issues without further delay.

सत्यमेव जयते

## CHAPTER IV

### RECRUITMENT TO STATE SERVICES

468. The States Reorganisation Commission found that recruitment to the services was a prolific source of discontent amongst linguistic minorities. To remove this, the Commission suggested that entry into services should not be confined to permanent residents of the State. In fact, it was pointed out that the Constitution recognises only one common citizenship for the entire Indian people. Therefore, the principle of non-discrimination as between citizen and citizen, as laid down in Article 16(1) should be followed by States. With the coming into force of the Public Employment (Requirement as to Residence) Act, 1957, domiciliary restrictions stand abolished.

469. While admitting that all public servants should be conversant with the official language or languages of the State, the States Reorganisation Commission felt that candidates belonging to one language group should have no initial advantage over those belonging to other language groups. Therefore, the Commission considered it both practicable and desirable that for services known as the "State services", apart from the main language of the State, the candidates should have the option to elect, as the medium of examination the Union language—English or Hindi—or the language of a minority constituting about 15 to 20 per cent or more of the population of the State. A test of proficiency in the State language should be held after selection and before the end of probation.

470. The Government of India Memorandum of 1956 (Appendix II) accepted the proposals contained in the foregoing paragraph. It also felt that where any cadre included in a subordinate service is treated as a cadre for a district, any language which has been recognised as an official language in the district should also be recognised as a medium for the purpose of competitive examinations in the district. The Ministerial Committee of the Southern Zonal Council agreed to implement the above-noted decisions with slight modifications. Evidently, the Committee's decisions were taken with the background of the conditions obtaining in the four States of the Zone.

471. The Chief Ministers' Conference of 1961 also considered the issue of providing safeguards for linguistic minorities with regard to recruitment to services and arrived at the following decisions:—

"In recruitment to State Services under the State Government, language should not be a bar. Therefore, besides the official language of the State, option should be given of using English or Hindi as the medium of examination. A test of proficiency in the State official language should be held after selection and before the end of probation.

For purposes of recruitment to Services in a State, where eligibility requires the possession of a University degree or a diploma, degrees or diplomas granted by all Universities or Institutions recognised by the Central University Grants Commission should be recognised”.

The position obtaining in various States with regard to the implementation of the safeguards has been analysed in the succeeding paragraphs.

#### CENTRAL ZONE

472. *Madhya Pradesh*.—Language is no bar in recruitment to the services under the Madhya Pradesh Government. The rules for holding competitive examinations for recruitment to the State Civil Service (Deputy Collectors), State Police Service (Deputy Superintendents of Police) and State Subordinate Service (Naib Tahsildars) provide option to the candidates for using either English or Hindi as the medium of the examinations.

473. The State Government felt that the language qualification could not be dispensed with in case of subordinate services without detriment to efficiency. After discussions in the Seventh meeting of the Central Zonal Council held in September 1964, the representative of the Madhya Pradesh Government agreed to drop the language qualification in relation to Subordinate services. Later on, the State Government changed their mind and started prescribing the knowledge of the regional language at the time of recruitment to subordinate services.

474. The Commissioner requested the Chief Minister that till the issue was fully reconsidered in the next meeting of the Central Zonal Council, the knowledge of the regional language might not be prescribed at the time of recruitment to the subordinate services. Conveying his inability to agree with the proposition, the Chief Minister wrote to the Commissioner that if the language qualification was withdrawn pending reconsideration of the matter by the Central Zonal Council, there would be set-back to administrative efficiency. A note has been sent by the State Government to the Central Zonal Council Secretariat for inclusion of the issue in the agenda of the next meeting of the Council.

475. The State Government have withdrawn the condition mentioned in para 368 of the Seventh Report that for recruitment to educational services, the candidates should pass their last qualifying examinations from an institution within Madhya Pradesh.

476. *Uttar Pradesh*.—In Uttar Pradesh the medium of answering examination papers for recruitment to the State Services continues to be Hindi or English, except for language subjects which are to be answered in the respective languages. There is still a compulsory paper in Hindi for such recruitment examinations. The issue also came up before the Seventh meeting of the Central Zonal Council

held in 1964, where the representative of the Uttar Pradesh Government agreed to have the matter re-examined with a view to withdraw the compulsory Hindi paper from the competitive examinations for recruitment to the State Civil Service. The State Government have not yet said what action they have taken in the matter.

#### EASTERN ZONE

477. *Assam*.—Language is no bar in recruitment to the State Services in Assam. The medium of examinations for recruitment to such services continues to be English. There are rules in many departments that an officer will be confirmed only after passing a test in Assamese and another language which may be Bengali or a hill language. Where no such provision exists, the State Government have laid down that after initial appointment an officer should acquire a working knowledge of the language of the area in which he is posted.

478. *Bihar*.—Language is no bar in recruitment to the State services in Bihar. In the recruitment examinations the candidates have the option to answer question papers in Hindi or English. The selected candidates are required to pass a test in the regional language during the period of probation.

479. *Orissa*.—In Orissa, English is the medium of examination for recruitment to the State Services. In September 1966, the Orissa Government intimated the Commissioner that in giving effect to their decision contained in the resolution dated 24 May 1963 that there should be no language restrictions at the time of selection for appointment in any service under State Government, "certain complication and repercussions of serious nature" had been brought to their notice. Hence the State Government have decided to re-introduce the language qualification at the time of recruitment to the public services in the State till such time as a detailed study of the policy and practice obtaining in other States is undertaken for formulating a policy of the State.

480. The action of the State Government goes against the decision of the Chief Ministers' Conference of 1961 and also amounts to indirect imposition of domiciliary restrictions. The decision to abolish the language qualification was taken by the State Government as a measure of National Integration and it is felt that the re-imposition of the language qualification will not be in consonance with the principles for promoting National Integration. The State Government have, therefore, been requested to reconsider their stand and continue to enforce the policy that there should be no language bar at the time of recruitment.

481. *West Bengal*.—English continues to be the medium of examinations for recruitment to the State Services in West Bengal. On the suggestion of the Commissioner, the State Government have dispensed with the language test for recruitment to the 10 categories of services, mentioned in para 374 of the Seventh Report. In the case of other posts and services, recruitment to which is made by selection through interviews by the Public Service Commission, the question



of abolition or retention of the language qualification was being considered by the State Government. However, there is a language test prescribed for recruitment to clerical and other subordinate services of this State.

#### SOUTHERN ZONE

482. *Andhra Pradesh*.—English is the medium of examination for recruitment to the State services in Andhra Pradesh. There are translation papers for certain recruitment examinations which the candidates may answer in chosen languages. The knowledge of the regional language is not a pre-requisite for entry into State services. The candidates selected are required to acquire knowledge in the regional language within a period of three years after appointment.

483. *Kerala*.—English is the medium of examination for recruitment to the State services in Kerala. The knowledge of the regional language has not been made a pre-requisite for entry into the State services and there is no language test. In case of recruitment tests conducted in Malayalam by the Public Service Commission, option is given to all candidates to take tests either in Tamil, Kannada, Hindi or English. The candidates selected are required to pass a language test in the regional language before they complete the period of probation.

484. *Madras*.—In Madras, the medium of examination for recruitment continues to be English. The regional language is not a pre-requisite at the time of selection. The candidates selected are required to pass a test in the regional language within the probationary period.

485. *Mysore*.—English is the medium of examination for the State services in Mysore. The knowledge of Kannada is not a pre-requisite at the time of recruitment. The candidates selected are required to pass the Kannada language examination during the period of their probation.

#### WESTERN ZONE

486. *Gujarat*.—In Gujarat, the medium of examination for recruitment to the State services is English, but for certain posts there are translation papers from English to Gujarati and *vice versa*. The linguistic minority candidates are given the option of Marathi and Hindi in the translation papers. The prescription of the translation paper in the regional language was discussed in the meeting of the Western Zonal Council in August 1964 and the Chief Minister had agreed to drop the language qualification as a pre-requisite to recruitment to the State Services and to provide for a proficiency test in the regional language after recruitment. The State Government have now reported that they have decided in consultation with the Public Service Commission to drop the translation paper or translation part from the syllabi for recruitment examinations to the posts and services under the State Government and action was being taken to modify the existing syllabi.

487. *Maharashtra*.—English is the medium of examination for entry into the State services in Maharashtra. The selected candidates are required to pass a test in the regional language within a specified time. The State Government have done away with the requirement of possessing the knowledge of the regional language as a qualification for recruitment in respect of all services except the State Revenue Service, i.e., the posts of Deputy Collectors and Mamlatdars and one or two other posts which have not been specified. The issue was taken up by the Commissioner with the Chief Minister of Maharashtra who reiterated that in these services the State Government considered it essential that the candidates appointed to them should have some acquaintance with the regional language even from the very beginning. The case was also taken up by the Union Home Minister with Chief Minister of Maharashtra. So far, however, no modification in the stand of Maharashtra Government on this point has been reported.

#### NORTHERN ZONE

488. *Punjab*.—English is the medium of examination for recruitment to the State services in Punjab. Knowledge of the regional languages, Hindi and Punjabi, is a pre-requisite for recruitment. In the Seventh meeting of the Northern Zonal Council held in October 1963, the Chief Minister of Punjab agreed to do away with the language qualification as a pre-requisite to entry into the State services. But later on it was said that the State Government on a reconsideration of the issue felt that the acceptance of this recommendation would cut the very root of the Regional Formula and, therefore, they were disposed to the continuance of the existing language policy in the larger interest of this border State.

489. *Rajasthan*.—In Rajasthan the medium of examinations for recruitment to the State services is Hindi or English. There is no compulsory paper in the regional language. The selected candidates are required to pass a test in the regional language during the probationary period.

#### COMPLAINTS

490. The position of the complaints included in the Seventh Report and the new complaints received have been discussed in the following paragraphs:

#### CENTRAL ZONE

491. *Madhya Pradesh*.—The Director of Panchayats and Social Welfare, Madhya Pradesh, had advertised for recruitment to 30 posts of Sub-auditors and one of the conditions for eligibility was that "Only persons resident in Bilaspur and Raipur divisions need apply". As such domiciliary restrictions were contrary to the law of the land, the matter was taken up by the Commissioner with the State Government, who issued a corrigendum whereby the above-cited sentence was substituted by "Persons willing to serve in Raipur and Bilaspur Divisions need only apply".

## EASTERN ZONE

492. *Assam*.—As mentioned in para 386 of the Seventh Report the advertisement for recruitment to posts in the office of the Superintendent of Sericulture, Assam, in which one of the conditions for eligibility was that the candidates should be either natives or domiciled in the State, was brought to the notice of the Assam Government. Their attention was also invited to the Public Employment (Requirement as to Residence) Act, 1957, by which domiciliary restrictions stand abolished. The State Government made enquiries and informed the Commissioner that this solitary deviation could apparently occur only due to non-receipt of the instructions regarding abolition of domiciliary restrictions in time by the subordinate officer concerned. They added that the department concerned expressed regrets for this and were advised not to commit such an irregularity in future.

493. In para 388 of the Seventh Report, it was mentioned that Manipuri-speakers had urged for inclusion of the Manipuri language in the examinations conducted by the Assam Public Service Commission. The State Government have said that the language clause from the essential qualifications for recruitment to the State Services has been deleted and, therefore, the question of recognition of the Manipuri language for the purpose does not arise.

494. *Bihar*.—In para 390 of the Seventh Report, it was mentioned that the Bengali-speakers of Dhalbhum complained that in getting employment in factories and industrial concerns, they had to obtain residence certificates to prove that they were “sons of the soil”. The issue was taken up by the Commissioner with the State Government who have said that the allegation is totally baseless and there is no restriction in getting employment either on the ground of language or residence. Any Bengali-speaker or for that matter any person of any linguistic minority group has as much liberty of employment as any Hindi-speaking person.

495. It was alleged that the local people of Singhbhum were being neglected in the matter of employment in the local industries, factories and Government service. The Bihar Government, to whom a reference was made on the subject, have reported that regarding Government services, it would be unconstitutional to give any preference to any one on the ground of language, culture and place of residence. As regards employment under private sector the State Government can hardly do anything.

496. It was complained that the people of Dhalbhum Sub-division were not represented in the Dhalbhum Sub-regional Employment Advisory Committee attached to the Jamshedpur Employment Exchange. The Bihar Government, with whom the matter was taken up by the Commissioner, have stated that there is no Sub-regional Advisory Committee for Dhalbhum Sub-division. They have added that an Employment Committee consisting of the representatives of the Government, employers and labour unions has been constituted for the whole of Singhbhum district with the Deputy Commissioner, Chaibasa, as Chairman and the following persons who are all inha-

bitants of Singhbhum district are also in the Committee: Shri Haris Chandra Soi, Member, Parliament; Shri Haris Chandra Deogam, M.L.A.; and Shri Subodh Kumar Sen, M.L.C.

497. *West Bengal*.—It was mentioned in para 39 of the Seventh Report that the attention of the West Bengal Government had been invited to employment advertisements prescribing the knowledge of Bengali as one of the desirable qualifications. It has been reported by the State Government that the language test at the recruitment stage has been dispensed with in regard to 10 categories of the State services, and in case of other posts and services under the State Government recruitment for which is made by selection after interviews by the Public Service Commission, the question of abolition or retention of the language qualification is still under examination. Recently also the knowledge of Bengali has been prescribed as one of the desirable qualifications for the posts of Deputy Director of Industries (Gold), Dairy Manager, Central Dairy, and Maintenance Superintendent, Government Vehicles. It is felt that the State Government should take early action to delete the language qualification in accordance with the decision of the Chief Ministers' Conference of 1961.

#### SOUTHERN ZONE

498. *Andhra Pradesh*.—In para. 393 of the Seventh Report the Oriya linguistic minorities of Srikakulam complained of non-appointment of Oriya clerks in the Samiti office for Srikakulam. The Government of Andhra Pradesh reported that neither the President of Panchayat Samities nor the Block Development Officers ever represented for posting of Oriya-knowing officers in these blocks. The small Oriya population living nearly these blocks can speak Telugu also. Nevertheless steps are being taken to ensure that officials posted to these areas were persons who possessed adequate knowledge of the minority language as far as possible.

499. Non-reservation of certain percentage of seats for Oriya candidates (including Sitakaranam) for filling in provincial and district level posts either by promotion or by direct recruitment, was the subject matter of a complaint. The Government of Andhra Pradesh informed that in recruitment to posts services, under the rules it is not permissible to ear-mark any percentage of vacancies for certain people on the ground of the language or mother-tongue. Promotions and selections are also not made on the basis of language of the candidates.

500. It was complained that Oriya language is not recognised in the Public Service Commission Examinations of Andhra Pradesh. The Government of Andhra Pradesh have reported that adequate knowledge in the regional language of the State is not insisted upon for recruitment to Public Services in the State. Oriya, Tamil, etc. can be taken as one of the optional subjects in the Commissions Examinations for recruitment to posts included in the posts in Group I, Group II-A, and Group II-B. The translation papers can be

answered in the language chosen other than English in the Commission's Examination for recruitment to posts falling under Group III. The candidates can answer the general knowledge paper either in English or in any other language. The Oriya speaking people are thus given equal opportunities for entry into Public Services.

501. It was complained that the services of the Social Studies Assistant in Zilla Parishad High School, Nagarampalli were dispensed and his name was not included in the panel list for further appointment. The Government of Andhra Pradesh reported that the Social Studies Assistant in Zilla Parishad High School Nagarampalli was appointed temporarily for a period of three months liable for termination without notice and assigning any reasons. All temporary appointments made to the District cadre posts in Zilla Parishad are terminated, according to Government orders, at the end of three months from the date of appointment or as soon as candidates selected by the District Selection Committees become available, whichever is earlier. And the persons thus discharged cannot be re-appointed even temporarily as they appeared before the District Selection Committee and were not selected. The teacher in question appeared before the District Selection Committee, his name being included in the reserved list. There was no scope for consideration for his appointment in view of his position in the list.

502. The following complaints were referred to the State Government whose report is still awaited:

- (i) Promotion of Oriya Grade II Pandit of Zilla Parishad High School, Baruva to Grade I scale was withheld without any reason.
- (ii) Oriya (second language) qualified candidates are debarred from appearing the examinations conducted by the Public Service Commission for appointment in the Ministerial and other services such as Nurses, Midwives and Compounders.
- (iii) Non-recognition of teachers training degree granted by Utkal University of Orissa State as equivalent to that of teachers training degree in Andhra Pradesh.

503. *Kerala*.—In para 396 of the Seventh Report the Kannada linguistic minority complained that though there was a shortage of Kannada knowing employees in Kasaragode, 27 Kannada-knowing candidates selected by the State Public Service Commission were not absorbed. The Government of Kerala have reported that the categories of posts to which these 27 Kannada-knowing hands were said to be selected were not specified. In absence of this information they cannot take any action.

504. In para 397 of the Seventh Report, the Tamil speakers complained that notwithstanding the provision made in the G.O., dated 3rd October, 1962 the officers possessing the requisite knowledge of Tamil were not being considered for promotion. The Government of Kerala have reported that the orders contained in this G.O. are being strictly implemented.

505. It was requested that Kannada knowing personnel be selected for the posts of the Executive Officers and other posts in Panchayats in Kasaragode and Manjeswar Blocks. The Government of Kerala reported that necessary instructions had been issued to the Director of Panchayats to see that the directions contained in G.O. (MS) 758/Edn., dated 26th December, 1961 were strictly adhered to while making appointments of selected candidates.

506. A request was made for the extension of services of the Kannada knowing Headmaster of Government Secondary School, Kasaragode beyond the age of 55 years. The Government of Kerala informed that the Headmaster, Government Secondary School, Kasaragode in question had retired from service on superannuation on 21st April, 1966 and there was no justification for considering his case for extension of service.

507. It was represented that certain percentage of posts for Tamil speaking linguistic minority should be reserved in Government services. The Government of Kerala have reported that reservation in Public services is not made on the basis of population or language. The social and educational backwardness of a community is taken into consideration for the purpose of reservation in public services. The Tamil-speaking people of Kerala cannot be considered to be backward and hence there is no case for reservation of seats in Government services for them.

508. *Madras*.—It was complained by the Lower Division Clerks (belonging to linguistic minorities) serving under the State Government that the standard of question paper for the Second Class language test conducted in May 1966 was of a very high standard and requested for facilities for in-service training in Tamil. This was discussed by the Deputy Commissioner for Linguistic Minorities with the Chief Secretary of Madras State during his visit to the State in April 1966, who agreed to look into the matter. The report of the State Government in the matter is awaited.

509. *Mysore*.—In para 400 of the Seventh Report the complaint that the knowledge of Kannada was being insisted upon at the time of recruitment and that the order regarding exemption from language qualification was not being acted upon by the Heads of departments was mentioned. The Government of Mysore reported that at the time of initial recruitment of the candidates to various categories of posts knowledge of Kannada is not being insisted upon by the Divisional Recruitment Level Committee. The only exception is in respect of recruitment of school teachers where knowledge in a particular language is being insisted for the post of language teachers.

510. In para 403 of the Seventh Report it was mentioned that there was a general complaint that local employees like Gram Sevaks, etc., were not conversant with the local languages viz., Telugu, Marathi, Urdu, etc. The Mysore Government with whom the matter was taken up by the Commissioner, have stated that Gram Sevaks knowing minority languages were being posted in linguistic minorities areas as early as possible.

511. It was complained that persons who had passed the matriculation examination with Urdu medium find it difficult to secure employment in Government services. The State Government reported that irrespective of whether a candidate passed Matriculation in English, Urdu or Kannada medium, he is eligible for employment in Government service. Several candidates who had passed the requisite examination with Urdu medium were selected for Government appointment.

512. A request was made that extension of the time limit beyond March 1966 be granted to persons whose mother-tongue is other than Kannada for passing the Departmental Kannada Language Examination. The matter was referred to the Government of Mysore whose report is awaited.

513. *Maharashtra*.—It was alleged that for entry into Government services knowledge of Marathi is insisted upon at the time of recruitment and Kannada-speaking linguistic minority candidates are put to great difficulties in securing Government jobs. The matter has been referred to the Government of Maharashtra for their comments and their report is awaited.

514. *Punjab*.—A request has been received from the Punjab Gorkha Association for the regularisation of services of a trained Graduate (Ex-servicemen) Nepali teacher temporarily appointed in the Government Higher Secondary School, Dharamsala, for teaching Nepali in the school. The Association also pointed out that he belongs to Kangra district which has been declared as Backward Area and relaxations are admissible to the Gorkha people of the area in the matter of employment. The matter has been taken up with the Government of Punjab who have reported that the issue is being pursued with the State Services Selection Board, Punjab. Further report on the issue is awaited.

सत्यमेव जयते

## CHAPTER V

### JAMMU AND KASHMIR, NAGALAND AND UNION TERRITORIES

#### JAMMU AND KASHMIR

515. Jammu and Kashmir, according to 1961 Census, has a population of 35,60,976. The prominent languages/dialects spoken and the numerical strength of speakers are: Kashmiri (19,37,817); Dogri (8,69,199); Punjabi (1,09,174); Pahari (2,43,707) and Balti (33,458).

#### Primary Education

516. The Jammu and Kashmir Government have informed that at the elementary stage, simple Urdu in Persian and Devanagari scripts is the medium of instruction. At primary stage, however, teachers well-versed in the mother-tongue are available to impart instruction orally in the mother-tongue. The State Government have reported that the registers for advance registration have been opened in Jammu province and instructions have been issued by the Deputy Director of Education, Kashmir, to maintain such registers in Kashmir Province whenever there is a need.

#### Secondary Education

517. At the secondary stage, English continues to be the medium for Mathematics and Science subjects. For other subjects Urdu and Hindi are alternative media. English and Urdu (in Persian and Devanagari scripts) are the only two languages taught in the State at secondary stage. Three-language Formula has not been adopted according to the report received in April, 1962.

518. The State Government had earlier stated that instruction through mother-tongue was not given due to lack of an accepted script and other difficulties. The State Government have not furnished the statistical data about education at primary and secondary stages. The State has a substantial number of linguistic minorities speaking Punjabi, Dogri and Pahari; Balti, Ladakhi, Hindi and Urdu. The plea of the lack of accepted scripts will not be relevant in case of Punjabi, Dogri (which has been grouped under Punjabi in Census reports) and Urdu. In the circumstances it is felt that the State Government should issue orders for making provision for instruction through mother-tongue if 10 students in a class and 40 in a school at primary stage and 15 students in a class or 60 in last four classes of a secondary school desire instruction through minority language in keeping with the all-India policy and provide facilities according to this formula.

#### Official Language

519. The official languages of the State are Urdu and English. Other regional languages, the State Government had reported, are only spoken languages and do not have any recognised script.



## NAGALAND

520. According to the 1961 Census, Nagaland has a population of 3,69,200. Several languages/dialects are spoken here and the first three of them according to the numerical strength of their speakers are Konyak 57,071; Ao 55,922; and Sema 47,439, which are 15.46 per cent; 15.15 per cent; and 12.85 per cent of the total population, respectively.

521. According to the Nagaland Government, the problem of linguistic minorities does not exist in Nagaland and none of the dialects is dominant or can be called a language. However, detailed information on the subject of linguistic minorities sought from the State Government is still awaited.

### Primary Education

522. In 1965, the Nagaland Government stated that provision had been made for giving instruction through mother-tongue/local dialects at the primary stage of education. The number of such schools and the names of languages/dialects in which instruction is imparted have been sought from the State Government.

### Secondary Education

523. At the secondary stage of education, the mother-tongue remains as a subject, but English becomes the medium of instruction. The State Government have said that "in the High School there being no regional language the students take subjects under the rules of the Board of Secondary Education applicable to Hill students when there is no recognised major Indian Language".

### Official Language

524. There is a cell of language officers under the State Directorate of Information and Publicity and important circulars, orders, rules, notifications, etc., are translated into important local dialects and are sent to the districts for dissemination.

### Recruitment to Public Services

525. The State Government have not yet indicated whether the mode of recruitment to the public services is in accordance with the decisions of the Chief Ministers' Conference of 1961 in this regard.

## ANDAMAN AND NICOBAR ISLANDS

526. According to the 1961 Census, the Andaman and Nicobar Islands have a population of 63,548. Hindi is the main language of the Islands. Several languages are spoken here and the first three languages according to the numerical strength of their speakers are Nicobarese 13,932; Bengali 13,853; and Malayalam 6,673, which are 21.92 per cent; 21.80 per cent; and 10.5 per cent of the total population, respectively.

### **Primary Education**

527. In 1964-65 there were facilities for imparting instruction at the primary stage of education through Bengali, Burmese, Malayalam, Nicobarese, Tamil and Telugu. The relevant statistics are in Appendix VIII. In 1964-65, the number of Nicobarese primary schools rose to 22 from nine of the previous year.

528. It is felt that the Andaman and Nicobar Administration should pass orders according to the all-India policy decision on the subject that at the primary stage facilities for instruction through the mother-tongue will be made available if there are at least 10 pupils in a class or 40 pupils in the school desirous of such instruction. It has been reported by the Administration that the scheme of advance registration of linguistic minority pupils has been effected in all primary schools.

### **Secondary Education**

529. There are no facilities for having instruction at the secondary stage of education through the media of minority languages in Government schools. It has been reported by the Administration that Hindi is the medium of instruction at this stage though Urdu continues side by side in middle and higher secondary schools at Port Blair. But there is one private school which imparts instruction through Bengali medium.

530. It is felt that the Administration should issue orders, according to the all-India policy decision on the subject, that facilities for instruction through the mother-tongue would be provided at the secondary stage of education whenever a minimum of 60 pupils in the last four standards/classes of the higher secondary stage and 15 pupils in each such standard would be desirous of having such instruction.

531. As the Andaman and Nicobar Islands have got no Board of their own, the higher secondary schools here are affiliated to the Delhi Board. It has also been reported by the Administration that under the Three-language Formula the pupils have the option to offer mother-tongue as one of the languages.

### **Teachers**

532. Teachers recruited both from the Islands and from the mainland, according to needs.

### **Official Language**

533. English continues to be the official language of the Islands. Important Government notices, rules, etc., and substance of important laws and regulations are not published in minority languages. As in Rangat, Mayabunder, Diglipur and South Andaman tehsil linguistic minorities constitute 15 per cent or more of the population, it is felt that publicity should also be made in minority languages, according to the decision on this issue by the Chief Ministers' Conference of 1961.

534. It has been stated by the Administration that representations for redress of grievances written in minority languages are accepted and replies to them are sent in the languages of the representations, wherever possible.

### **Recruitment to Public Services**

535. English/Hindi are the media of examinations for recruitment to the Public services in the Islands. The Administration has stated that the knowledge of Hindi, the main language of the Islands, has been prescribed as one of the qualifications in the recruitment rules of various posts. The prescription of the knowledge of such a language at the time of recruitment is contrary to the decision of the Chief Ministers' Conference of 1961. The Administration has been requested to amend their recruitment rules so that language should not be a bar and a test of proficiency in the main language should be held after selection and before the end of probation.

### **DELHI**

536. According to 1961 Census, population of Delhi is 26,58,612. The numerical strength of first three language speaking groups are: Hindi 20,57,241; Punjabi 3,17,333 and Urdu 1,53,251.

### **Primary Education**

537. The facilities for instruction through the media of Bengali, Gujarati, Kannada, Marathi, Malayalam, Punjabi, Tamil, Telugu, Sindhi and Urdu exist at the primary stage. In 1959, the Delhi Administration had reported that instruction through the media of minority languages was provided if 40 or more students are available. If there were more than ten students in a particular language, facility for teaching it as a language-subject was provided. This is not in consonance with the all-India policy decision in this regard. It is felt that the Delhi Administration should implement the formula for providing instruction through minority language if 10 students in a class or 40 in a school desire instruction through minority language.

538. Instructions have been issued for maintenance of registers for advance registration. The educational statistics may be seen in Appendix VIII.

### **Secondary Education**

539. The facilities for instruction through the medium of minority language exists in Bengali, Punjabi, Sindhi, Tamil, Telugu and Urdu. The Delhi Administration have, however, not issued any orders for providing facilities for instruction through minority language media if 60 students in last four classes and 15 students in one class desire it. The Delhi Administration should also implement this formula.

### GOA, DAMAN AND DIU

540. The population, according to 1961 Census is 6,26,978. The languages spoken are Konkani (5,56,557); Gujarati (34,888); Marathi (11,883); Urdu (9,521); Portuguese (9,161); Kannada (945) and English (615).

#### Primary and Secondary Education

541. The facilities for instruction at the primary stage are available through the media of English, Konkani, Urdu, Portuguese, Kannada, Gujarati and Hindi. During the visit of Deputy Commissioner in 1966, it was reported that on demand from 20 students instruction through the medium of a particular language was provided.

542. The media of instruction at the secondary stage are Marathi, Urdu and Gujarati.

543. The educational system in the enclaves of Daman and Diu is integrated with the curricula obtaining in the contiguous areas of Gujarat and Sourashtra. The State Government have not issued orders for provision of instruction through minority language if 10 students in a class and 40 students in the school at the primary stage and 15 students in a class or 60 students in last four classes in a high school, desire instruction through the minority language. They may consider issuing such orders to fall in line with the all-India policy.

### DADRA AND NAGAR HAVELI

544. This Union Territory according to 1961 Census has mainly Marathi and Gujarati speaking population numbering 34,118 and 11,327 respectively. Facilities for instruction exist in Gujarati and Marathi at primary and secondary stages.

545. The agreed scheme for linguistic safeguards awaits implementation by Dadra and Nagar Haveli Administration. Unless formal orders are issued there may not be awareness among the linguistic minorities/groups as to the facilities that are normally available to them.

### HIMACHAL PRADESH

546. The population of Himachal Pradesh is 13,51,144 according to 1961 Census. The languages/dialects spoken are Pahari unspecified (5,19,782); Mandeali (2,26,408); Hindi (1,43,570); Punjabi (85,396); Urdu (6,271) and Nepali (10,811). The first two have been grouped under Hindi in the Census reports.

#### Primary and Secondary Education

547. Education in all elementary schools is imparted in Hindi. Hindi is also a compulsory subject from elementary to middle standards. The media of instruction at the secondary stage is also Hindi.

It will be noted from the language break-up given above that there are considerable number of Punjabi, Urdu and Nepali speakers in Himachal Pradesh. It is, therefore, felt that facilities for instruction at primary and secondary stage should be provided. The State Government also consider the issuing of orders for providing facilities for instruction at the primary stage if there are 10 students in a class and 40 in the school and at the secondary stage if there are 60 students in the last four classes and 15 in a class seeking instruction in the minority language.

### **Official Language**

548. Hindi is the official language of the territory. Representations from public are accepted in Hindi, English and Urdu and replies are given either in English or Hindi. English and Hindi are the languages used in the courts of judicature.

### **Recruitment to Public Services**

549. Hindi and English are the media of examination for recruitment of public services. The knowledge of Hindi is pre-requisite for recruitment to public services as it is the regional language. Making the knowledge of the regional language Hindi as pre-requisite for recruitment to State services goes against the recommendations of the Chief Ministers' Conference of 1961, that the language should be no bar in recruitment. It is, therefore, recommended that the State Government should reconsider their decision and the knowledge of Hindi need not be insisted upon at the time of recruitment. The candidates who do not know Hindi can be asked to gain proficiency during the probation period.

### **LACCADIVE, MINICOY ISLANDS**

550. The total population of this territory according to 1961 Census is 24,108 of which 20,029 are Malayalam speaking and 3,984 Mahl speaking. Mahl language is spoken by inhabitants of Minicoy Island. The inhabitants are mostly scheduled tribes.

### **Primary Education**

551. The medium of instruction in all schools is Malayalam. In Minicoy Island, all lessons are explained by teachers in Mahl language. Text-books in Mahl language are said not to be available and the Administration has regretted its inability to impart instruction through Mahl.

### **Secondary Education**

552. The medium of instruction at the Secondary stage is Malayalam. The Administration has stated that mother-tongue is included in the Three-language Formula.

### **Official Language**

553. English is the official language in the territory. The representations etc. are usually received in English and Malayalam and

replies given either in English or Malayalam. It has been stated that replies to representations in Mahl are explained in that language.

### **Recruitment**

554. Proficiency in regional language is not required of candidates for recruitment to posts.

## **MANIPUR**

555. According to the 1961 Census, Manipur has a population of 7,80,037. The speakers of Manipuri (Meithei) constitute 64.46 per cent of the population. Among the tribal languages Tangkhul and Thado are more important, which are spoken by 5.63 per cent and 3.87 per cent of the population, respectively.

### **Primary Education**

556. Facilities exist in some schools in Manipur for imparting instruction at the primary stage through the media of Bengali and Hindi minority languages. The relevant statistics are in Appendix VIII.

557. There are no facilities for imparting primary education through the media of tribal languages. The Manipur Government have not yet issued any order to the effect that at the primary stage facilities for instruction through mother-tongue will be made available if there are at least 10 pupils in a class or section or 40 in the whole school desirous of having such instruction. There is also no provision for advance registration of linguistic minority pupils.

558. Representatives of Tangkhul and Thado speakers met the Assistant Commissioner when he visited Manipur in May 1966, and put forth their demands for having these languages as media of instruction at the primary stage of education. They contended that there should be no difficulty in having Tangkhul and Thado primary schools as some books were available for such instruction. The Manipur Government representative said that efforts were being made to obtain suitable text-books in major tribal dialects.

### **Secondary Education**

559. There are facilities for having instruction at the secondary stage through the media of Bengali and Hindi minority languages, and the statistical information regarding which is in Appendix XII.

560. The Manipur Government have not yet issued any order that facilities for instruction through the mother-tongue would be provided at the secondary stage of education whenever a minimum of 60 pupils in the last four standards/classes of the higher secondary stage and 15 pupils in each such standard will be desirous for such instruction.

561. A complaint has been received that the Government D. M. College at Imphal had a considerable number of Bengali-speaking students who offered Bengali as a major language, but there was no lecturer for Bengali subject with the resultant hardship to the students. It has been referred to the Manipur Government. Their comments are still awaited.

562. The Three-language Formula being followed in Manipur is as follows:—

Hindi, English and Manipuri.

In Bengali and Hindi medium schools, Bengali and Hindi are offered by the Students in place of Manipuri. When it was pointed out to the Administration that the above-noted formula differed in some respects from the Three-language Formula adopted by the Chief Ministers' Conference of 1961, the Administration proposed to introduce some changes in the formula which was being currently followed in the State.

### **Text-books and Teachers**

563. At present the text-books were not being printed by the Manipur Government. According to the information with the Commissioner, there are arrangements in Manipur for ensuring the availability of teachers competent to teach through minority languages.

### **Official Language**

564. English continues to be the official language of the State. It has been reported by the Manipur Government that whenever necessary, important orders, circulars, notifications, etc., are translated into Manipuri and important tribal dialects.

### **Recruitment to public services**

565. Knowledge of Manipuri had been reported to be a necessary condition for appointment to a few class II posts. When the attention of the Administration was drawn to the fact that prescription of such a condition was against the decision of the Chief Ministers' Conference of 1961, the Administration agreed for provision for a test in Manipuri after selection. English continues to be the medium of recruitment examinations.

### **PONDICHERRY**

566. The total population of Pondicherry according to 1961 Census is 3,69,079. The language spoken by 99 per cent of the population of Mahe on West coast is Malayalam. In Yanam, on the East coast, Telugu is spoken by 90 per cent of the population. Pondicherry and Karaikal have 95 per cent Tamil speaking population. The language-wise break-up is: Tamil—3,25,862; Malayalam—20,692; Telugu—16,243 and Urdu—2,594.

### Primary Education

567. The medium of instruction in primary schools in Pondicherry and Karaikal areas is Tamil, while in Mahe and Yanam it is Malayalam and Telugu respectively. English and French are also the medium of instruction in some schools. No order has been issued for providing instruction through mother-tongues of linguistic minorities if there are ten pupils in a class or 40 pupils in the school. The advance registration of pupils desiring instruction through minority language has also not been adopted.

### Secondary Education

568. The media of instruction at the secondary stage are Tamil, English and French. The order for providing mother-tongues as media of instruction if there are 60 pupils in last four classes and 15 pupils in each class, has not yet been issued. The three-language formula has also not been implemented.

### Official Language

569. French and English are the official languages of the entire territory. Tamil in Pondicherry and Karaikal, Malayalam in Mahe and Telugu in Yanam are the additional official languages.

### Recruitment

570. The media for examination for recruitment are French and English. The proficiency in regional languages is not insisted upon except in posts of language pandits, reporters, etc.

### TRIPURA

571. According to the 1961 Census, Tripura has a population of 11,42,005. The speakers of Bengali constitute 65.22 per cent of the population. Among other languages Tripuri and Manipuri (Meithei) are spoken by 24.86 per cent and 2.45 per cent of the population, respectively.

### Primary Education

572. While accepting the principle of imparting education through the medium of mother-tongue subject to local conditions, the Tripura Government have stated that there are a number of tribal dialects in Tripura which have got no written scripts or text-books and as such cannot be used for the purpose of imparting education at the primary stage. However, in some primary schools in tribal areas the subject matter is explained orally to the tribal students in Tripuri and Lushai (Mizo).

573. It appears that no orders have been issued that at the primary stage facilities for education through the mother-tongues of linguistic minorities will be made available if there are at least 10 pupils in a class or 40 in the whole school desirous of having education through their mother-tongue. There is no provision for advance registration of linguistic minority pupils. It is felt that the Tripura



Government should implement without further delay the agreed scheme of opening registers for advance registration of linguistic minority pupils in primary schools so that an objective assessment could be made about demands for instruction through mother-tongues.

574. The President of All Tripura Manipuri Cultural Organisation, who is a member of the Tripura Legislative Assembly, met the Assistant Commissioner when the latter visited Agartala in May 1966, and urged that facilities for instruction at the primary stage through Manipuri should be provided to the speakers of Manipuri in Tripura. He said that Manipuri-speakers were in considerable number in the territory. The issue has been brought to the notice of the Manipur Government whose reply is awaited.

### **Secondary Education**

575. Instruction at the secondary stage of education is imparted through the medium of Bengali and there is no provision for instruction through minority languages. The secondary schools are affiliated to the West Bengal Board of Secondary Education.

576. The Tripura Government have adopted the following Three-language Formula: Hindi, English and regional language/mother-tongue. But it has been said by the Government that in the absence of suitable text-books, it has not been possible to teach tribal languages.

577. There has been some demand for introducing Manipuri as one of the subjects at the higher secondary school level in Tripura. The reply of the Tripura Government on this issue is awaited. It may be mentioned here that, if necessary, text-books in Manipuri can be procured from Manipur.

### **Text-books and Teachers**

578. Two Tripuri language primers, suitable for classes I and II, have been published by the Tripura Government. They have also prepared a Tripuri-Bengali dictionary. It is felt that the Tripura Government should publish a few more text-books in Tripuri for helping introduction of Tripuri as a full-fledged medium of instruction at the primary stage of education.

579. According to the information supplied by the Tripura Government, Tripuri has been introduced in the Primary School Teachers' (Basic) Training Colleges in Tripura with a view to enable teachers to have a working knowledge of Tripuri.

### **Official Language**

580. Bengali, which is understood by an overwhelming number of people in Tripura, and English are being used in notices of the courts, tehsils, etc. The Tripura Government have stated that efforts would also be made to use, where practicable, local dialects for notices, etc., in the areas where a linguistic minority group is in substantial majority.

**Recruitment to public services**

581. Recruitment to the gazetted posts is normally made through the Union Public Service Commission. According to the Himachal Pradesh, Manipuri and Tripura Public Employment (Requirement as to Residence) Rules, 1959, the lower posts are required to be manned by local people who fulfil the conditions laid down in rule 3 of the aforesaid Rules. In case no local suitable candidates are available, recruitment is made from outside irrespective of the fact whether they know the local language or not.



## CHAPTER VI

### CONCLUDING REMARKS

#### **Machinery for Implementation of Safeguards for Linguistic Minorities**

582. The first meeting of the Committee of Zonal Council for National Integration held in 1961 had defined the machinery for Zonal, State and District levels. Most of the States have set up the machinery for implementation of the safeguards for linguistic minorities. However, according to the information with the Commissioner, Nagaland and Jammu & Kashmir are the two States who have not yet set up such machinery. Machinery for implementation of safeguards is yet to be set up in the Union Territories of the Andaman and Nicobar Islands; Pondicherry; the Laccadives, Minicoy & Amindivi Islands; Goa, Daman & Diu; and Himachal Pradesh.

583. It was also agreed in the above-mentioned meeting that there should be a special officer in each State who should prepare a note periodically reviewing the progress of implementation of the safeguards for linguistic minorities; pending correspondence, if any, on linguistic minorities with the Government of India, the Commissioner for Linguistic Minorities and other State Governments; visits, if any, of the Commissioner for Linguistic Minorities. The Commissioner gets copies of such notes regularly from the Government of Madhya Pradesh and Madras only.

584. As will be evident from chapters II, III and IV of this Report, instances of avoidable delays in furnishing information regarding actual implementation of the scheme of safeguards and even in supplying annual statistical data of educational facilities have not been a few. It is felt that the State Governments should ensure that the annual statistical data regarding educational facilities for linguistic minorities are sent to the Commissioner on time, so that a correct appraisal can be made of the progress of implementation of the safeguards.

585. Much delay in redressing the genuine grievances of the linguistic minorities and even in enquiries into their complaints tends to generate a sense of misunderstanding among different sections of population, which is neither good for the majority groups nor for the minority groups. It must be clearly realised by all groups that progress of every State is dependent upon cooperative efforts of all sections of the people, without which there cannot be enough opportunities of growth and well-being to go round.

586. It was agreed in the meeting of the Committee of Zonal Councils for National Integration in 1961 that each Zonal Council should appoint a Standing Committee consisting of the Chief Ministers of the Zone to review from time to time the progress of implementation of the various policy decisions taken by the Chief Ministers'

Conference of 1961 relating to safeguards for linguistic minorities and national integration. According to the information with the Commissioner, two Zonal Councils have set up such Standing Committees.

587. Working on the suggestion of the Commissioner that State Governments should bring out pamphlets detailing safeguards for linguistic minorities and the machinery for their implementation so that the persons whose interests are being safeguarded may know whom to approach for a solution of their problems and in what manner, pamphlets have been published by the Governments of Andhra Pradesh, Kerala and Mysore. The Governments of Uttar Pradesh, Madras, Gujarat and Rajasthan have also agreed to bring out such pamphlets and action is being taken by them in this direction. The Governments of Madhya Pradesh and Bihar have not agreed to bring out such a pamphlet, the Tripura Government do not consider such a publication to be necessary and the Government of Pondichery do not propose to publish the pamphlet at present. Earlier, the Assam Government informed the Commissioner that the State Education Department had been asked "to finalise and obtain revised decisions on the outstanding issues concerning educational policy and to take up the matter of issue of such a pamphlet thereafter". Later on, the decisions on the educational policy were revised by the State Government and they informed the Commissioner that in order to have some idea about such a pamphlet, they were consulting other State Governments, who had since prepared and published the same.

588. The Punjab Government have reported that the concessions extended to linguistic minorities in the State are "too microscopic in nature and volume to justify their publication in the form of a pamphlet". As no State in India is completely unilingual and there is an agreed scheme of safeguards for linguistic minorities, the idea of the concessions being "too microscopic in nature and volume" in Punjab is not understandable.

589. Tours in various parts of the country and personal contacts with the linguistic minorities have confirmed the impression that many of the problems can be solved if the linguistic minorities are properly aware of the safeguards and their limitations. Even it has been found in some places that local officers are not fully aware of the nature of the safeguards. Therefore, the Commissioner would again like to emphasise upon the necessity of a publication about safeguards for linguistic minorities by every State. This publication will be helpful not only to the linguistic minorities and the officers implementing the safeguards, but also to the State Governments who will be able to take stock of the situation quickly about the progress of implementation of the safeguards in their States. The ground already covered and that which is yet to be covered will be easily discernible, facilitating further action for implementation of the agreed scheme of safeguards by the State Governments.

590. After the detailed analyses in Chapters II, III and IV, to obtain an overall picture, it seems desirable to look back over the progress of implementation of the safeguards for linguistic minorities.

600. The Ministerial Committee of the Southern Zonal Council decided to provide instruction through English to the children of migratory parents and certain categories of linguistic minority pupils. This decision by the States of the Southern Zone has not been implemented by the States of other Zones. As children of migratory parents happen to exist in all States, action on a uniform basis on the issue will be helpful both to the pupils and different State authorities.

### **Three-language Formula**

601. The simplified Three-language Formula agreed upon in the Chief Ministers' Conference of 1961 has been variously interpreted by State Governments. Many complaints in this regard have been received by the Commissioner. Moreover, in the non-Hindi-speaking areas the Three-language Formula becomes a four-language formula in actual practice for those linguistic minority groups whose mother-tongue is not Hindi. To relieve this heavy burden of languages on the students and to remove the psychological irritant of compulsory learning of the regional language by linguistic minority students, the Commissioner as early as in his Fifth Report suggested that a high-powered committee should go into this entire matter once again. The Commissioner also felt that the study of the regional language might be made optional. It is gratifying to note here that the Education Commission set up by the Government of India have also recently recommended that the regional language should be made optional. Accordingly, the Education Commission felt that the simplified Three-language Formula should be modified as follows:

- (1) The mother-tongue or regional language;
- (2) The official language of the Union or the associate official language of the Union so long as it exists; and
- (3) A modern Indian or foreign language not covered under (1) and (2), and other than that used as the medium of instruction.

It is felt that the Union Education Ministry in consultation with the State Education Ministries should take a suitable decision on the subject.

602. But till the simplified Three-language Formula decided by the Chief Ministers' Conference of 1961 is not changed, all the States should fully implement the Formula, so that linguistic minorities in different States are enabled to study their mother-tongue as a language subject. It is also felt that the States, which have restricted the choice of the mother-tongue to the languages mentioned in the Eighth Schedule should do away with these restrictions without further delay so that languages like Maikali, Nepali, Santhali, etc., may also be offered.

the scheme by the local officials. The situation has been brought to the notice of the concerned State Governments.

596. There has been some progress in the efforts by State Governments to produce text-books in tribal languages. Till these books come out, the Commissioner would like to repeat his earlier suggestion that tribal pupils, when available in sufficient numbers, should be taught in their mother-tongue with the help of the existing regional language text-books. This pre-supposes that the teachers should be proficient in both the languages and capable of explaining the lessons from a text-book in a regional language to the tribal students in their mother-tongue. Such arrangements are necessary in view of the obligations cast on the State Governments by Article 350A of the Constitution.

### **Secondary Education**

597. As at the secondary stage more advanced education is imparted to students to enable them to follow a vocation after the school-leaving age and also to prepare them for higher education in Universities, the Chief Ministers' Conference of 1961 decided that the media of instruction should be the modern Indian languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.

598. But the rules framed for imparting education at the secondary stage in Uttar Pradesh do not provide scope for instruction through any minority language excepting English in a few cases. In Bihar instruction is not imparted through any minority language in Government institution even if there may be sufficient demand for it. This very State, as mentioned in para. 209 of this Report, insists that in a minority language institution if there is sufficient demand for Hindi medium section, arrangements should be made for the same.

599. The Maharashtra Government have not yet revised their stand that as secondary schools are mostly in the hands of private management and as the State Governments are only concerned with sanctioning grants-in-aid, it is for the management to choose the media they like. It has been pointed out to the State Government that such an arrangement could hardly be considered adequate, especially in the areas where the linguistic minority groups were not in a position to run their own schools on account of paucity of funds even though the number of students might be large. The education of such students would always depend upon the sweet will of the managing bodies of schools run by other linguistic groups. The Madras Government decision on such cases is worth consideration. They have decided that the schools under private management also will have to provide facilities for instruction in minority languages if the stipulated number of pupils are forthcoming and the local educational authorities have been empowered to issue instructions in this regard to private management.

600. The Ministerial Committee of the Southern Zonal Council decided to provide instruction through English to the children of migratory parents and certain categories of linguistic minority pupils. This decision by the States of the Southern Zone has not been implemented by the States of other Zones. As children of migratory parents happen to exist in all States, action on a uniform basis on the issue will be helpful both to the pupils and different State authorities.

### **Three-language Formula**

601. The simplified Three-language Formula agreed upon in the Chief Ministers' Conference of 1961 has been variously interpreted by State Governments. Many complaints in this regard have been received by the Commissioner. Moreover, in the non-Hindi-speaking areas the Three-language Formula becomes a four-language formula in actual practice for those linguistic minority groups whose mother-tongue is not Hindi. To relieve this heavy burden of languages on the students and to remove the psychological irritant of compulsory learning of the regional language by linguistic minority students, the Commissioner as early as in his Fifth Report suggested that a high-powered committee should go into this entire matter once again. The Commissioner also felt that the study of the regional language might be made optional. It is gratifying to note here that the Education Commission set up by the Government of India have also recently recommended that the regional language should be made optional. Accordingly, the Education Commission felt that the simplified Three-language Formula should be modified as follows:

- (1) The mother-tongue or regional language;
- (2) The official language of the Union or the associate official language of the Union so long as it exists; and
- (3) A modern Indian or foreign language not covered under (1) and (2), and other than that used as the medium of instruction.

It is felt that the Union Education Ministry in consultation with the State Education Ministries should take a suitable decision on the subject.

602. But till the simplified Three-language Formula decided by the Chief Ministers' Conference of 1961 is not changed, all the States should fully implement the Formula, so that linguistic minorities in different States are enabled to study their mother-tongue as a language subject. It is also felt that the States, which have restricted the choice of the mother-tongue to the languages mentioned in the Eighth Schedule should do away with these restrictions without further delay so that languages like Maithili, Nepali, Santhali, etc., may also be offered.

## **Sindhi Language**

603. The decision of the Chief Ministers' Conference of 1961 about the medium of instruction at the secondary stage of education precludes the use of Sindhi, because it is not included in the Eighth Schedule of the Constitution. In para. 314 of the Sixth Report, the Commissioner has pleaded for inclusion of Sindhi in the Eighth Schedule. Such a step, it is felt, will lead to further enrichment of Sindhi which is already a well-developed language. Till the Sindhi language is included in the Eighth Schedule, the Commissioner hopes that State Governments will be extending a helping hand to Sindhi-speakers by allowing Sindhi to be a medium of instruction at the secondary stage, whenever stipulated numbers of students will be forthcoming.

## **Nagaland; and Jammu & Kashmir; and Union Territories**

604. The Governments of Nagaland, and Jammu & Kashmir have not yet issued necessary orders for implementation of the agreed scheme of safeguards with regard to imparting instruction through minority languages at the primary and secondary stages of education.

605. Generally speaking, the Union Territories, barring Delhi, are yet to issue orders that instruction will be imparted through minority languages at the primary and secondary stages of education, if the stipulated numbers of pupils are forthcoming. It is felt that the concerned Governments should take early action to implement the all-India decisions on the subject.

## **Text-Books**

606. From the complaints received by the Commissioner, it seems that pupils have faced difficulties in procuring text-books in minority languages. In these circumstances, the Commissioner had earlier suggested that till text-books in minority languages are published in every State, text-books from other States should be utilised. Some State Governments have taken action according to this action.

607. It also seems necessary that whenever text-books in regional languages are published by State Governments, they should also arrange for their publication in important minority languages. Where found necessary, the State Governments should also take early action for publication in various languages of the model text-books produced under the aegis of the Central Committee on Educational Literature.

## **Teachers**

608. There have been complaints about inadequate and lack of facilities for training teachers in minority languages. The statistical data in Appendices VIII and XII reveal that in several States, the number of teachers has gone down even against increased number of linguistic minority students. The Commissioner in his various Reports has laid stress upon the necessity for proper arrangements for training adequate number of teachers competent to teach through



minority languages. When arrangements are not possible in a particular State, the shortage of teachers can be met by arranging for their training in other States in which the minority language in question is the regional language or by recruiting them from those States.

### **Use of Minority Languages for Official Purposes**

609. An impediment regarding the use of minority languages for official purposes in the units below district level (Taluks, Tahsils, Municipalities, etc.) has been non-preparation by some State Governments of lists of such areas, where a linguistic minority constitutes 15 to 20 per cent of the population. It has been said by some State Governments that linguistic break-up of the population at lower levels has not been prepared by the Census authorities. But several State Governments have prepared such lists and they have not said that the linguistic break-up of the areas below district level have not been prepared by the Census authorities.

610. It is believed that the Census authorities follow a uniform pattern for linguistic break-up throughout India.

611. The Assam Government reported that they had to face difficulties because of non-availability of linguistic break-up of areas below district level. Nonetheless the Assam Government have drawn up a list of areas below district level where a linguistic minority constitutes 15 to 20 per cent of the population on the basis of the information available with the State Government. Such a step is commendable, because otherwise a large section of the people is likely to remain bereft of the facilities according to the agreed scheme of safeguards.

612. Note may here be taken of the fact that some States have begun to publish important Government notices, rules, etc., in a minority language where its speakers constitute 15 to 20 per cent of the population. But much leeway is still to be made up by several State Governments so that speakers of minority languages are not put to avoidable hardships. Such arrangements will be specially beneficial in border areas, where generally speaking, speakers of minority languages are found concentrated. Such areas need special care of State Governments where receipts for money received by Government and settlement papers should also be issued in minority languages.

613. There is a Constitutional provision that a representation for the redress of any grievance to any officer or authority of the State can be submitted in a minority language. It is not necessary that the minority language is spoken by 15 to 20 per cent of the population. The Chief Ministers' Conference of 1961 decided that replies to such representations, wherever possible, should be in the languages of the representations received. Some State Governments are acting according to the above-noted decision, and it is hoped that other State Governments will also implement the decision without further delay.

### **Recruitment to State Services**

614. The Orissa Government have reintroduced the regional language qualification at the time of recruitment to the public services

in the State. Earlier, the State Government dispensed with the language qualification, to use their own words, as a measure for national integration. Thus the recent action of the State Government amounts to putting back the clock of national integration.

615. While most of the States do not insist upon the knowledge of regional languages at the time of recruitment to their State services, it is not understandable why the Governments of Uttar Pradesh and Punjab have not yet been able to dispense with the language qualification at the time of the recruitment. The Maharashtra Government also insist upon the knowledge of the regional language at the time of recruitment for the State Revenue Service. Whereas, according to the decision of the Chief Ministers' Conference of 1961, a test of proficiency in the State official language could be held after selection and before the end of probation.

616. It has also been pointed out to the concerned State Governments that insistence on the knowledge of regional languages at the time of recruitment amounts to indirect imposition of domiciliary restrictions, which have been abolished by the Public Employment (Requirement as to Residence) Act, 1957.

617. Gradually, the linguistic minorities are becoming conscious of their rights as well as their duties to the State and the country to which they belong. Similarly, the majority language groups are also becoming increasingly aware of the fact that for an all-round progress of the State and the country to which they belong, they are to carry the linguistic minorities with them. This process can be accelerated by quick action by State Governments on the complaints of linguistic minorities, some of which are imaginary and based on some misunderstanding.

618. As will be evident from this Report, in many cases there is a big time lag between complaints by linguistic minorities and decisions on them by State Governments, which tends to create a sense of frustration in the minds of minority language groups. It seems very necessary that this time lag is avoided and prompt action is taken on any complaint by a linguistic minority. And, if there is any impediment in the machinery, which hinders prompt action, that should be removed in the interest of growth of mutual understanding among groups and national integration, so that people may take up squarely the challenge to work for the rapid economic development without which everyone cannot be assured of better opportunities for progress.

## APPENDIX I

*Resolution adopted at the Provincial Education Ministers Conference in August 1949 and approved by the Central Advisory Board of Education and the Government of India.*

"The medium of instruction and examination in the Junior Basic Stage must be the mother-tongue of the child and where the mother-tongue is different from the Regional or State language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. The Regional or State Language, where it is different from the mother-tongue, should be introduced not earlier than class III and not later than the end of the Junior Basic Stage. In order to facilitate the switching over to the Regional Language as medium in the Secondary Stage, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage.

In the Secondary Stage, if the number of pupils, whose mother-tongue is a language other than the Regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools, if organised and established by private societies or agencies, will be entitled to recognition and grants-in-aid from Government according to the prescribed rules. The Government will also provide similar facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the School request for instruction in their mother-tongue. The Government will also require aided schools to arrange for such instruction, if desired by one-third of the pupils; provided that there are no adequate facilities for instruction in that particular language in the area. The Regional Language will, however, be a compulsory subject throughout the Secondary Stage.

The arrangements prescribed above will in particular be necessary in metropolitan cities or places where a large number of people speaking different languages live or areas with a floating population speaking different languages."

## APPENDIX II

### MINISTRY OF HOME AFFAIRS

#### *Safeguards for Linguistic Minorities*

The safeguards proposed for the linguistic minorities *vide* Part IV of the States Reorganisation Commission's report, have been examined carefully in consultation with the Chief Ministers of the States and it is the Government of India's intention to accept most of the Commissions' recommendations. The action which has been or is proposed to be taken is indicated in the paragraphs which follow.

2. *Primary education*: Attention is invited to clause 21 of the Constitution (Ninth Amendment) Bill providing for the addition of a new Article namely, 350-A to the Constitution regarding facilities for instruction in the mother-tongue at the primary stage of education. The directions which may be issued by the President under Article 350-A of the Constitution, as it is proposed to be enacted into law, are likely to be based on the resolution accepted by the Provincial Education Ministers' Conference in August, 1949. The intention is that the arrangements which were generally accepted at this Conference should be brought into force in States and areas where they have not been adopted so far.

3. *Secondary education*: The Commission has recommended that the Government of India should, in consultation with the State Governments, lay down a clear policy in regard to education in the mother-tongue at the secondary stage and take effective steps to implement it. The Commission has expressed the view that so far as secondary education is concerned, it will have to be treated differently from education at the primary stage, and has, therefore, not recommended constitutional recognition of the right to have instruction in the mother-tongue at the secondary school stage.

4. The resolution adopted by the Provincial Education Ministers' Conference in August, 1949, contemplated the following arrangements in regard to secondary education:—

- (a) If the number of pupils whose mother-tongue is a language other than the regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools organised or established by private agencies will be recognised for the purposes of grants-in-aid from Government according to prescribed rules.
- (b) Government will also provide similar facilities in all Government and district board schools, where one-third of the total number of pupils of the school desire to be instructed in their mother-tongue.

(c) Government will also require aided schools to arrange for such instruction, if this is desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area.

(d) The regional language will be a compulsory subject throughout the secondary stage.

The Central Advisory Board of Education, after taking into consideration the report of the Secondary Commission and the resolution on the subject passed by the All-India Council of Secondary Education, has assigned to the mother-tongue an important position in the curriculum at the secondary stage, so that pupils belonging to linguistic minorities may be enabled to study their mother-tongue optionally as one of the three languages which are proposed to be taught at the secondary school stage. The Government of India, as recommended by the Commission, propose to lay down a clear policy in regard to the use and place of the mother-tongue at the secondary stage of education in consultation with the State Governments and to take effective steps to implement it.

5. *Affiliation of schools and colleges using minority languages:* Connected with the proposals contained in the preceding paragraphs is the question of the affiliation of educational institutions located in the new or reorganised States to appropriate Universities or Boards of Education. It is of course desirable that every effort should be made to evolve arrangements whereby educational institutions like schools and colleges can be affiliated, in respect of courses of study in the mother-tongue, to Universities and other authorities which are situated in the same State. However, it may not always be possible to make such arrangements; and having regard to the number of institutions of this kind, it may sometime be convenient, both from the point of view of the Universities or the educational authorities concerned, and from the point of view of the institutions themselves, that they should be permitted to seek affiliation to appropriate bodies located outside the State. This may be regarded in fact as a necessary corollary to the provisions contained in Article 30 of the Constitution, which gives to the minorities the right to establish and administer educational institutions of their choice.

6. It is, therefore, proposed to advise the State Governments that in all such cases, affiliation to outside bodies should be permitted without difficulty. It is also necessary that any institution which is thus affiliated should not suffer from any disabilities in regard to grant-in-aid and other facilities, merely because it cannot, from an academic point of view, be fitted into the framework of educational administration within the State. It is, therefore, proposed that irrespective of affiliation to bodies situated within or without the State, all institutions should continue to be supported by the States in which they are located. Legislation regarding Universities or Boards of Education may, where necessary, be reconsidered from this point of view.

7. *Issue of directions by the President under Article 347 regarding the recognition of minority languages as official languages:* Attention is invited to Article 347 of the Constitution, which prescribes that on a demand being made in that behalf, the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language, to be recognised by that State, direct that such language shall be officially recognised in a portion or the whole of the State. The Commission has recommended that the Government of India should adopt, in consultation with the State Governments, a clear code to govern the use of different languages at different levels of State administrations and take steps under Article 347 to ensure that this code is followed.

8. The Commission has proposed that a State should be recognised as unilingual, only where one language group constitutes about 70 per cent. or more of its entire population, and that where there is a substantial minority constituting 30 per cent. or more of the population, the State should be recognised as bilingual for administrative purposes. The Commission has further suggested that the same principle might hold good at the district level; that is to say, if 70 per cent. or more of the total population of a district consists of a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the official language in that district.

9. The Government of India are in agreement with those proposals and propose to advise the State Governments to adopt them.

10. The arrangements to be made for the purpose of recognising two or more official languages in a State or district which is treated as bilingual will be without prejudice to the right, which may be exercised under Article 350 of the Constitution by any one resident in the State, to submit a representation for the redress of any grievance in any of the languages used in the Union or the State.

11. The Commission has further suggested that in districts or smaller areas like municipalities and tehsils, where a linguistic minority constitutes 15 to 20 per cent. of the population of that area, it may be an advantage to get important government notices and rules published in the languages in which such documents may otherwise be published in the usual course.

12. The Government of India propose to suggest that State Governments should adopt the procedure suggested, as a matter of administrative convenience.

13. *Recognition of minority languages as the media for examinations conducted for recruitment to State Services:* Attention is invited to the Commission's recommendation that candidates should have the option to elect as the media of examination, in any examination conducted for recruitment to the State services (not including subordinate services), English or Hindi, or the language of a minority constituting about 15 to 20 per cent. or more of the population of a State; a test of proficiency in the State language may in that event

be held after selection and before the end of probation. The Government of India propose to advise State Governments that these suggestions should as far as possible be adopted. It is also proposed to recommend to the State Governments that where any cadre included in a subordinate service is treated as a cadre for a district, any language which has been recognised as an official language in the district should also be recognised as a medium for the purpose of competitive examinations in the districts. The last-mentioned suggestion would follow as a necessary corollary to the acceptance of the Commission's recommendations referred to in paragraph 8 of this note.

14. *Review of residence rules and requirements:* The Commission has emphasised that the domicile tests in force in certain States operate to the disadvantage of minority groups and has recommended that the Government of India should undertake legislation under Article 16(3) of the Constitution in order to liberalise the requirements as to residence. The Government of India have carefully examined various suggestions which have been made from time to time with reference to the form which legislation intended to be enacted by Parliament under Article 16(3) may take. They have reached the conclusion that it is, on the whole, neither necessary nor desirable to impose at the present time any restrictions, with reference to residence, in any branch or case of the State Services.

15. Certain exceptions may have to be made to the general rule of non-discrimination in the Telangana area, and the question of making special provision in regard to employment opportunities in certain backward areas may also have to be considered. It is expected, however, that these interim arrangements will not be continued beyond a transitional period.

16. The Government of India propose to undertake legislation as soon as possible in order to clarify the position on the lines indicated. In the meantime, State Governments will be asked to review the rules relating to recruitment to State Services in the light of the position stated in paragraph 14.

17. *Restriction of private rights in respect of contracts, fisheries etc.:* The attention of the State Governments is being drawn to the relevant provisions in the Constitution regarding freedom of trade, commerce and intercourse and the right to equality of opportunity, and it is being suggested that the existing restrictions should be reviewed from this point of view.

18. *Recruitment of at least fifty per cent. of the new entrants to All-India Services from outside a State:* The question has been discussed informally with the Chief Ministers of States. No rigid rules are considered to be necessary, but the recommendation made by the Commission will be kept in view in making future allotments to the All-India Services.

19. *Recruitment of one-third of the number of Judges from outside a State:* The Commission's recommendations are being brought to the notice of the Chief Justice of India. There may be difficulties in some cases in implementing these recommendations, but it is intended that, to the extent possible, they should be borne in mind in making future appointments.

20. *Constitution of Public Service Commission for two or more States:* The proposal that the Chairman and members of the Public Service Commissions in the States should be appointed by the President, has not been welcomed by the State Governments and it is not, therefore, being pursued. There is provision in the Constitution already for the constitution of Public Service Commissions for two or more States, *vide* Article 315. The procedure laid down in this Article may be followed at a later stage, in case it becomes necessary or desirable to constitute Public Service Commissions for two or more States.

21. *Agency for endorsing safeguards:* The States Reorganisation Commission had recommended that the services of the States Governors should be utilised for endorsing the safeguards for linguistic minorities. The Commission had not contemplated the vesting of any discretionary functions in the Governors, and they recommended what was regarded as a simple procedure which could be adopted within the framework of the present constitutional arrangements. In the light, however, of the views expressed both in the Joint Select Committee and in Parliament on the States Reorganisation Bill and the Constitution (Ninth Amendment) Bill, the Government of India now propose to provide for the appointment of a Minorities Commissioner at the centre on the pattern of the office of the Commissioner for Scheduled Castes and Scheduled Tribes. This officer will submit a report to the President on the working of safeguards for minor language groups at such intervals as the President may direct, and his report will be laid before each House of Parliament.

22. Before concluding, the Government of India would like to endorse the observations of the States Reorganisation Commission in the following passage of its report:—

“We wish to emphasise that no guarantees can secure a minority against every kind of discriminatory policy of a State Government. Governmental activity at State level affects virtually every sphere of a person's life and a democratic government must reflect the moral and political standards of the people. Therefore, if the dominant group is hostile to the minorities, the lot of minorities is bound to become unenviable. There can be no substitute for a sense of fairplay on the part of the majority and a corresponding obligation on the part of the minorities to fit themselves in as elements vital to the integrated and ordered progress of the State.”



### APPENDIX III

*Decisions reached at the meeting of the Ministerial Committee of the Southern Zonal Council to consider safeguards for Linguistic Minorities held at Ootacamund.*

The Ministerial Committee of the Southern Zonal Council to consider safeguards for Linguistic Minorities met at Ootacamund on Saturday, the 16th and Sunday the 17th May. The following persons attended:—

- (1) Sri C. Subramaniam, Minister for Finance, Government of Madras (Convener).
- (2) Sri E. M. S. Namboodiripad, Chief Minister of Kerala.
- (3) Sri S. B. P. Pattabhirama Rao, Minister for Education, Andhra Pradesh.
- (4) Sri K. Brahmananda Reddy, Minister for Finance, Andhra Pradesh, and
- (5) Sri Anna Rao Ganamukhi, Minister for Education, Mysore.

Sri R. A. Gopalaswami, I.C.S., Second Member, Board of Revenue, Madras, Sri K. V. Ramanathan, I.A.S., Deputy Secretary to the Government of Madras, Health, Education and Local Administration Department and Sri N. Jayaraman, Deputy Secretary to the Government of Madras, Public (Partition) Department from Madras State, Sri V. Ramachandran, I.A.S., Deputy Secretary to the Government of Kerala, Education Department Kerala State and Sri Siddhaya Purnaik, Under Secretary to the Government of Mysore, Education Department and the Private Secretary to the Education Minister from Mysore State also attended.

*2. Item 1 of the Agenda: Provision of facilities for instruction of Linguistic Minorities in the medium of the mother-tongue in the primary stage of education.*

The Committee discussed the question of provision of facilities in primary and elementary schools in all the States for the instruction of pupils belonging to the linguistic minorities in their own mother-tongue in the light of the resolution adopted on this subject at the Provincial Education Ministers' Conference held in August 1949. The question of the study of the regional language at the primary and post-primary stage by pupils belonging to the linguistic minorities was also discussed. The following decisions were finally taken:

- (i) The position in respect of pupil strength and school facilities including teachers as on 1st November 1956 in respect of separate schools and separate sections for linguistic minorities will be ascertained and continued without diminution

in every one of the four States provided that, in respect of Telugu pupils in Madras and Tamil pupils in Andhra Pradesh, the crucial date will be 1st October 1953 and not 1st November 1956. If the number of pupils goes down, corresponding reduction of school facilities including teachers may be made; but no reduction should be effected in any individual case except under specific orders of the Government applicable to that case. If the number of pupils increases, additional facilities for teaching in the minority languages will be provided including teachers on a scale not less liberal than that applicable to the linguistic majority. There is no objection to any State making provision for teachers on a more liberal scale and in special cases where demand for such provision on a more liberal scale is made, the State Government concerned should take the special features of each such case into account in passing orders.

- (ii) In order to implement the above safeguards, it will be provided that all primary schools shall entertain applications from parents belonging to the linguistic minority groups for the admission of their children and for their instruction in the mother-tongue for a period of three months ending a fortnight before the commencement of the school year. These applications should be entered in a register. Departmental arrangements should be made to see that no such applicant is refused admission for the reason that the number is insufficient in the particular school where the application is made; and that wherever necessary, inter-school adjustments are made in the matter of admission of the minority pupils.
- (iii) Facilities will be provided in everyone of the four States for the study, by pupils belonging to the linguistic minority groups, of the regional language as an additional optional language from the IV Standard onwards so that pupils belonging to these groups may not be at a disadvantage, if at the secondary stage, they elect to study the regional language. These facilities will be financed by Government. That is to say, the facility will be provided freely in all schools under public management, i.e., Government or local body and the provision of such facilities in aided schools will be eligible for the usual grant from Government.

### 3. Item 2: Study of languages in the Secondary stage of Education:

The question of making provision for the study of the mother-tongue by the linguistic minorities at the secondary stage of education without deviation from the three-language formula in the terms already accepted by all the States of the Southern Zone was discussed. It was noted that in everyone of the four States provision was being made or would be made under the reorganised syllabus of secondary education for the study of linguistic minorities of the

241 H. A.—10.

mother-tongue in the secondary stage.. In Madras a pupil belonging to the linguistic minority can offer the mother-tongue as an alternative either to the regional language (Part I of the language course) or to Hindi or other Indian language not included in Part I (Part II of the language course). In Kerala, a pupil belonging to the linguistic minority can, in practice, offer the mother-tongue as an alternative only to the regional language. In Andhra Pradesh and Mysore, he can take it as the first language, either as a complete alternative to the regional language or as part of a composite course consisting of more than one language. To the extent that the mother-tongue could be offered as an alternative to the regional language in all the States there was no compulsion to study the regional language. It was decided that this position was satisfactory and should continue. The recommendation of the Government of India that compulsory provision should be made for the study of linguistic minorities at the secondary stage of education of the regional language in addition to the mother-tongue was considered and it was decided in view of the number of languages involved that no such compulsion was necessary, desirable or even possible.

4. The question whether such qualification as may be generally prescribed in respect of proficiency in the regional languages for purposes of public employment need be relaxed in favour of linguistic minority pupils who elect to study their mother-tongue in lieu of the regional language was considered as part of the question of safeguards to be provided for the linguistic minorities in the matter of recruitment to the Public Services (Item 9 below).

5. *Item 3: Provision of facilities for linguistic minorities for instruction with the mother-tongue as the medium of secondary stage of education:*

The Committee discussed the question of provision of facilities for instruction of linguistic minorities in their mother-tongue at the secondary stage of education. The Committee took note of the resolution adopted on this subject by the Provincial Education Ministers' Conference in August 1949 which contemplated (i) the opening of recognition by Government of separate schools for linguistic minorities with instruction in their mother-tongue in areas where the number of such minority pupils justified the opening of separate schools, (ii) provision by Government of facilities for instruction in minority language media in all Government and Local Body Schools where 1/3rd of the total number of pupils desire to be instructed in their mother-tongue and (iii) action by Government to see that aided schools also arranged for such instruction in similar circumstances. The difficulties in providing for instruction in minority language media in the different groups of optional subjects in the academic and diversified courses in the Higher Secondary stage of education were also noted by the Committee. The point of view put forward by Madras was that the reference in the resolution of the Provincial Education Ministers' Conference to 1/3rd was unsatisfactory from the point of view alike of the linguistic minorities and Government, since in large schools separate sections may become necessary and possible

even if the ratio was less than 1/3rd while in small schools separate sections may be uneconomical and therefore impracticable even if the ratio exceeded one-third. This view found general acceptance. There was considerable discussion as to the minimum strength in each class and in the school as a whole which should be insisted upon for provision of facilities for instruction in minority languages. The following conclusions were finally arrived at unanimously:—

- (i) The position existing on 1st November 1956 in respect of separate secondary schools for linguistic minorities as well as separate sections for linguistic minorities in other secondary schools with particular reference to pupil strength and school facilities including teachers competent to teach in minority language should be ascertained and continued without change.
  - (ii) If the number of pupils decreases to such an extent as to justify reduction in any particular local area, such reduction may be effected; but no reduction should be made in any individual case except under the specific orders of Government applicable to that particular case.
  - (iii) If the number of pupils increases, additional teachers should be provided in such relation to the increased pupil strength as may be justified by the rules generally applicable to all schools.
  - (iv) For the purpose of providing facilities for instruction in the minority languages where such facilities do not exist, a minimum strength of 60 pupils in new Standards VIII to XI of the Higher Secondary Course and 15 pupils in each such standard will be necessary provided that, for the first four years after the commencement of provision of the facilities, a strength of 15 in each standard in which the facilities are provided will be sufficient. This figure of 60 for all the standards and 15 for each standard shall be computed separately for each one of the diversified courses and for the academic courses; and, where different groups of optional subjects are provided in the academic courses, separately for each such group of optional subjects.
6. *Item 4: Provision of facilities for instruction of linguistic minority pupils with English as the medium in the secondary stage of Education.*

Is it necessary that provision for instruction in the English medium should be made at all in secondary schools which are maintained or aided by the State? If such provision is necessary should it be limited to any category of pupils or should it be available to all pupils without any restriction? These questions were discussed at length by the Committee. It was noted that it was the accepted policy of all the four States that the regional language should be the medium of instruction at the secondary stage of education and that the only

exception to this general rule was that pupils belonging to the linguistic minorities should be given instruction in the medium of their respective mother-tongues. In the guise of providing instruction in the English medium as a concession to linguistic minorities, this general policy should not be modified or deviated from. The Con- vener was of the view that the children of migratory parents (whether belonging to the linguistic majority or the minorities) could be allowed to be educated in the English medium; since at present, that was the only language in which instruction was available in all parts of India. There was no case, however, for provision of similar facilities for children of non-migratory parents. If children of non-migratory parents of the linguistic minority groups could not, for any reason, be given facilities for instruction in their own mother-tongue they should be educated in the regional language rather than in English. There was general agreement that provision should be made for imparting instruction in the English medium to children of migratory parents and that children of non-migratory parents of the linguistic majority group in each State should be educated only in the regional language. There was considerable discussion as to whether provision for instruction in the English medium should not be made for at least certain categories of children of non-migratory parents of the linguistic minority groups, the Andhra Education Minister expressing the view that, where it was not possible to provide for instruction of linguistic minority pupils in their own mother-tongue, they should be allowed to opt for instruction in the English medium, if facilities for such instruction were available. The following conclusions were finally arrived at unanimously:—

- (i) The position existing on 1st July 1958 in respect of facilities for instruction in the English medium in separate sections of recognised secondary schools should be ascertained and continued without change.
- (ii) Children of linguistic minority groups should be assured of the availability of places in such sections, in numbers not falling short of the position as on 1st July 1958. Whether or not a similar assurance should be provided in respect of children of linguistic majority groups is a matter for each State to decide for itself.
- (iii) Consistently with the foregoing, the State Governments should be free to implement their policy in respect of the medium of instruction in Secondary Schools effectively. They should be under no obligation to increase the facilities for instruction in the English medium Secondary Schools in excess of the position existing on 1st July 1958; except in so far as the need therefor may arise as a result of future increase in the numbers of children of migratory parents (whether these belong to the linguistic majority group or linguistic minority groups).

7. *Item 5: Affiliations of schools and colleges using minority languages to bodies outside the State.*

The Government of India's proposal to advise State Governments that affiliation of schools and colleges and other educational institutions to bodies outside the State in which they are functioning should be permitted without difficulty and that institutions thus affiliated should not suffer from disabilities in regard to grant-in-aid and other facilities was considered by the Committee. It was unanimously decided that there was no need to provide for affiliation of schools in any State to bodies outside the State. As for Colleges, it was a matter for the Inter-University Board to consider.

8. *Item 6: Use of minority languages for Official purposes.*

The States Re-organisation Commission has recommended that where there is a substantial minority constituting 30 per cent. or more of the population of a State, the State should be recognised as bi-lingual for administrative purposes and that, if 70 per cent. or more of the total population of a District is constituted by a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the official language in that district. In districts, municipal areas and smaller units where there are minorities constituting 15 to 20 per cent. of the population, Government notices, Electoral Rolls etc., should be printed in both the languages and documents in minority languages should be permitted to be filed in Courts. These recommendations were considered by the Committee which noted that there was no single minority group in any of the four States constituting more than 30 per cent. of the total population of the State or 70 per cent. or more of the population of a District. It observed that neither the two safeguards contemplated by the States Re-organisation Commission (*viz.*, declaring the State to be bi-lingual or declaring a language other than that of the majority as the official language of a district) had any application to any of the four States. As regards the suggestion of the Commission regarding recognition of minority languages for specific purposes in a district or a smaller area, it was decided that every municipal town, and the non-municipal area of every taluk should be treated as a separate local area for this purpose and that a list of such local areas where 20 per cent. of the people of a taluk or a Municipality spoke a language different from that of the majority language of the State should be prepared for each State. The following steps should be taken in respect of every local area included in the list thus prepared:—

- (i) All important Government notices and Rules, Electoral Rolls etc., should be published in the minority language or languages.
- (ii) Forms etc., to be used by the public should be printed both in the regional language and in the minority language.
- (iii) Facilities for registration of documents in the minority languages should be provided.

- (iv) Correspondence with Government offices in the minority languages should be permitted.
- (v) Permission should be given to file documents in the minority languages in the Courts in the areas.
- (vi) An endeavour should be made to secure, in so far as this may be found practicable with due regard to administrative conveniences that the officers posted to work in such local areas are persons who possess adequate knowledge of the minority language.

The Andhra Pradesh Government which had originally proposed to take up the question of acceptance of the suggestions of the Commission in this matter along with the main question of prescribing the official language of the State agreed to fall in line with the other States in this matter.

9. *Item No. 9: Safeguards for Linguistic Minorities in the matter of recruitment to the Public Services of the State.*

Item 9 being a general question of which items 7 and 8 were parts, it was taken up before consideration of the latter items.

10. The Committee noted that, in the matter of recruitment to the Public Services of the State, Linguistic minority groups would not be put to any special difficulty where the official language of the State continued to be English and no conditions were imposed that a knowledge of the majority language of the State was necessary for recruitment to the Services or that competitive examinations for recruitment to the services should be written only in the majority language of the State. But Madras had declared Tamil to be the official language of the State, and had provided that, to be eligible for appointment to any Service by direct recruitment a person should have an adequate knowledge of the official language of the State, namely, Tamil, a person with an adequate knowledge of Tamil being defined as one

- (i) who has acquired knowledge in Tamil in the High School courses; or
- (ii) who, whether his mother-tongue is Tamil or not, is able to speak, read and write Tamil; or
- (iii) who has passed a second class language test in Tamil.

Madras had also withdrawn the option given till 1958 to candidates taking the group IV examinations conducted by the Madras Public Service Commission for recruitment of persons to the Madras Ministerial Services, Madras Judicial Ministerial Services etc., to answer in Telugu, Kannada, Malayalam or Urdu, the papers which should be answered in the regional language, thus making it necessary for a candidate taking this examination to answer these papers only in Tamil. This had created problems for the linguistic minorities who had suddenly been called upon to possess an adequate

knowledge of Tamil as a condition precedent to State employment and to compete with Tamil-speaking applicants in examinations in which Tamil was the medium. The same problems would be faced by linguistic minorities in the other States, when in due course they switched over from English to the respective State majority language as the official language. All the States therefore recognised the need for defining in precise terms the people who would be affected by policy decisions such as those taken by the Madras Government in this matter and to provide special safeguards for them in the matter of possession of adequate knowledge of the regional language and of the medium of competitive examinations for recruitment to the public services of the State. The Committee discussed specially the following questions:—

- (1) how the persons to whom special safeguards should be given in the matter should be defined;
- (2) what special safeguards should be given to them; and
- (3) for what duration these safeguards should continue to be given.

#### 11. *Definition of persons eligible for safeguards.*

The Government of Madras had originally proposed that safeguards in the matter of recruitment should be given to a particular class of people to be described as 'Linguistic Minorities' should be defined as consisting of "every person whose mother-tongue is Telugu, Malayalam, Kannada or Urdu, provided that, either parent of such a person was born within the present territorial limits of Madras State or has been permanently resident within such limits". While the Government of Mysore wanted that continuous residence of either parent for 5 years or more or specific evidence of a desire to settle permanently should be the qualification for definition of linguistic minorities, the Commissioner for Linguistic Minorities was of the view that the residential qualification prescribed in the Madras definition would contravene the provisions of the Constitution. The Government of Madras, thereupon, obtained the opinion of their Advocate General regarding the constitutional validity of the definition proposed by them. His opinion which had been received by the time the Committee met was considered by the Committee. He was of the view that while there was no objection to limiting the class of beneficiaries eligible for relaxation of recruitment rules to a limited group among linguistic minorities, it was wrong to define the expression 'linguistic minorities' itself so as to include only this limited group. The place of birth of the citizen or his parent could not be made the criteria for any general definition of linguistic minorities. He therefore suggested that, the present objective being a strictly limited one, it was not necessary to define the term 'Linguistic Minorities' but the persons to whom the benefit of relaxation of the recruitment rules would be given could be termed 'non-Tamilian candidates' or 'candidates having a mother tongue other than Tamil' and defined as consisting of "every person whose mother tongue is other than Tamil and who has passed the examination qualifying for the post in question through a College, School or other institution



within Madras State". The Committee decided to accept this suggestion of the Advocate-General of Madras and agreed that relaxation of the rules relating to adequate knowledge of the regional language and medium of competitive examination in the matter of recruitment to services should be given to non-Tamilians in Madras, non-Telugus in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who would be defined as 'all persons whose mother tongue is a language other than Tamil (or Telugu or Kannada or Malayalam as the case may be) and who have passed the examination qualifying for the post for which recruitment is to be made from an Educational Institution within Madras (or Andhra Pradesh or Mysore or Kerala) State". Persons belonging to the Linguistic Minority who had not passed the qualifying examination from an institution within the State would not be ineligible for recruitment to the service but they would not be entitled to the benefit of the relaxation of rules referred to above.

## 12. Nature of the safeguards

As regards the nature of the relaxation to be given, Madras had made the following proposals:—

### (i) Adequate knowledge of Tamil as condition of eligibility for recruitment.

It should be open to any candidate belonging to the linguistic minorities of the State to apply for any post notwithstanding that at the time of such application he does not possess adequate knowledge of Tamil within the meaning of the general rules. He should be eligible for selection subject to the conditions specified in (iii) below.

### (ii) Medium of examination

Where Tamil is required to be offered as the medium of examination for any Public Examination held by the Madras Public Service Commission any candidate who is a member of a linguistic minority in Madras State may, if he so desires, offer his mother tongue in lieu of Tamil subject to the conditions specified in (iii) below.

### (iii) Conditions attached to relaxation of the Rules

The relaxation of the general rules in terms of (i) or (ii) above will be subject to the condition that the selected candidate should pass the Second class language test in Tamil within the time prescribed therefor as a condition precedent to completion of probation and confirmation of appointment to the permanent Public Services of the State.

The Committee approved of the above safeguards subject to the following modifications:—

- (i) They shall be applicable to all non-Tamilians in Madras, non-Telugus in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who are eligible for relaxation of rules with reference to the criterion specified in the previous paragraph.

- (ii) The option in respect of the medium of examination should be to offer any one of the six languages, namely, Tamil, Telugu, Kannada, Malayalam, Urdu and English. It should be open to each of the States to provide for option to answer the examination in other Indian languages also.
- (iii) The selected candidate should pass a test in the regional language whose standard should be a matter of common agreement between all the four States.

### 13. *Duration of continuance of safeguards*

As regards the duration of continuance of these safeguards, the unanimous view was that the safeguards should be instituted now without a terminal date and a review of the question undertaken as soon after 1st July, 1964 as possible when information regarding the number of persons availing themselves of the concessions would have become available.

### 14. *Item No. 7: Recognition of minority languages as media in examinations conducted for recruitment to State Services.*

The Committee considered the suggestion of the States Re-organisation Commission that for recruitment to services known as State Services, that is to say, superior or gazetted services by competitive examination, a candidate should have the option to elect as medium of the examination the Union Language—English or Hindi or the language of a minority constituting 15 to 20% or more of the population of the State as an alternative to the main language of the State, a test of proficiency in the State language being held after selection and before the end of the period of probation. It was noted that this was only a part of the bigger problem dealt with under item 9 and that at present no linguistic minority was put to any difficulty in any of the four States in the matter of recruitment to the State Services as the medium of such competitive examinations as were held was English. It was agreed that safeguards for linguistic minorities in this matter should be provided by all the States in the following terms:

- (i) Such safeguards would be applicable only to linguistic minorities whose mother tongue is Tamil, Telugu, Kannada, Malayalam or Urdu and, in Andhra and Mysore States alone, Marathi.
- (ii) In the event of the medium of the competitive examinations for recruitment to any State Service being changed from English to the regional language of the State the option to answer the examination in English or Hindi should be given to these minorities.
- (iii) There is no objection to any State extending this concession to linguistic minorities who speak languages other than those mentioned in item (i) above.

15. *Item No. 8: Recruitment to Cadres of Subordinate Services treated as cadres for the Districts.*

The Government of India propose to recommend that, where any cadre included in the subordinate services of a State is treated as a cadre for a district, any language which has been recognised as an official language in the district should also be recognised as the medium for the purposes of the competitive examinations in the districts. The Committee noted that there was no district in any of the States in the Southern Region where 70% of the people spoke a language other than the language of the State, which according to the States Reorganisation Commission was the condition necessary for declaration of a minority language as the official language of a district. This recommendation of the Government of India had therefore no application to any of the States of the Southern Region.

16. *Item No. 10: Review of Residence Rules and Requirements.*

The Committee noted that all restrictions by way of domicile qualifications for entry into the services of a State having been abolished with the enactment by the Government of India of "The Public Employment (Requirements as to Residence) Act, 1957" No action was necessary in this matter.

17. *Item No. 11: Restriction of private rights in respect of contracts, fisheries etc.*

The Committee noted that there was no discriminatory treatment of minorities in the field of Commerce trade and industry in any of the four States.

18. *Item No. 12: Recruitment of a minimum percentage of the new entrants to All India Services from outside the State.*

*Item No. 13: Recruitment of a fixed number of the Judges of the High Court of a State from outside the State.*

*Item No. 14: Constitution of Public Service Commissions for two or more States.*

No State Government had any comment to offer on any of these questions.

19. *Item No. 15: Agency for enforcing safeguards.*

The Committee noted that a Commissioner for Linguistic Minority had been appointed at the Centre by the Government of India to submit a report to the President on the working of the safeguards for minority language groups at such intervals as the President may direct. The Committee took the view that it was also necessary to appoint a Standing Committee of the Southern Zonal Council to be the Agency for review and co-ordination of the implementation of the safeguards for Linguistic Minorities as accepted by all the States of the South Zone. Each one of the States of the Council would be

represented on this Standing Committee by one of its Ministerial representatives on the Southern Zonal Council. This Committee would discuss all problems that arose with regard to the working of the safeguards for linguistic minorities. It was unanimously agreed that such a Committee should be constituted.

20. The Commissioner for Linguistic Minorities had sent a note to the Committee in which he had referred, among other things, to the practice prevailing in certain States of insisting upon adequate knowledge of the regional language as a condition precedent for admission to the Science courses in Arts and Science Colleges and to all courses in Professional Colleges and Polytechnics in the State and the complaints he had heard to the effect that the qualification is insisted on only in order to deny admission to linguistic minority candidates. The Committee noted that no such fanaticism existed in any of the four States of the Southern Region.

21. Modifications made to the report above at a meeting of the Southern Zonal Council held at New Delhi on 16th April 1960 were as follows:—

- (a) The question whether schools in the States in the Southern Zone should be allowed to be affiliated to the institutions outside the State was discussed. Shri C. Subramaniam, Education Minister, Madras, clarified that as far as colleges were concerned it was a matter for the inter-University Board to decide and not for the Governments. It was further clarified in the discussion that the examinations were held in schools in the States in the various minority languages and not only in the regional language of the State and should any problem arise, it would be considered by the Standing Committee, the establishment of which the Ministerial Committee has recommended.
- (b) During the discussion, Shri Subramaniam stated that while any citizen of India with the requisite necessary qualifications was eligible to compete on equal terms for entry into the State Services, the Ministerial Committee had recommended the grant of certain concessions to linguistic minorities within each State. For this purpose, a candidate would be considered to be a member of a linguistic minority of a State if he had passed the requisite qualifying examination from that State and his mother tongue was other than the regional language of the State. Recruitment to the public service was not, however, limited by domiciliary restrictions which would offend against the Public Employment (Requirements as to Residence) Act, 1957. No such restriction existed in any of the four States of the Southern Zone.

It was agreed that Hindi should be added to the list of languages in which members of the linguistic minorities might answer the examination for recruitment to the public services.

- (c) After some discussion, the Council approved of the Report and it was agreed that if any difficulty arose in giving effect to the decisions of the committee the matter should be referred to the standing committee. As regards the composition of the proposed Standing Committee, it was decided that each State should be represented by a Minister, and the Vice-Chairman of the Zonal Council for the year should be the Convener of the Committee. The Secretary of the Zonal Council for the year would be the Secretary of the Committee. It was also agreed that the Commissioner for Linguistic Minorities should be associated with the Committee.



## APPENDIX IV

### STATEMENT

*Issued by the meeting of Chief Ministers of States and Central Ministers held on August 10, 11 and 12, 1961.*

The meeting of Chief Ministers of the States convened to consider the question of national integration, began on August 10, 1961. The Prime Minister presided and Cabinet Ministers and some other Ministers of the Central Government and from the States also participated in the meeting.

All the Chief Ministers were present from the 10th August onwards, except Dr. B. C. Roy, Chief Minister of West Bengal, who joined the meeting on the 11th and 12th August on his return from abroad; the Chief Minister of Rajasthan was also not present as he had unfortunately met with an accident on August 10th while coming in a car from Jaipur to Delhi to attend the meeting.

#### August 10th

1. In his opening address, the Prime Minister referred to the various aspects of national integration—cultural—educational, linguistic and administrative. He dealt with the problems of communalism and linguism and indicated the proper all India approach to these questions.

2. The Union Home Minister referred to the discussions held at the last conference of Chief Ministers held on the 31st May and 1st June, 1961, and to the steps taken by the Central Government to deal with the question of communalism. He explained the provisions of the two Bills to amend Section 153A of the Indian Penal Code, which had been already introduced in Parliament, and the proposal to amend the Representation of the People Act.

3. The meeting agreed that it should be made a penal offence for any individual or group to advocate secession of any part of the country from the Indian Union. This matter would be considered further later.

4. The Prime Minister referred to the recommendation of the States Reorganisation Committee that more All-India Services be constituted. The principle of having All-India Services in the Engineering, Medical and Forestry departments was accepted, subject to schemes being drawn up and circulated to State Governments for consideration.

5. The meeting was of opinion that the rule of rotation of officers in the existing All-India Services between the Centre and States should be more rigorously followed.

6. The meeting also accepted the desirability of having in every High Court some Judges drawn from outside the State.

*August 11th and 12th.*

1. The meeting of the Chief Ministers and Central Ministers continued its deliberations on August 11th and 12th, with the Prime Minister in the chair. It met both in the morning and afternoon of August 11th and in the morning of August 12th.

2. The main subject for discussion was the question of language in its various aspects. The Prime Minister opened the discussion by inviting attention to the provisions in the Constitution on the subject. He referred, in particular, to Articles 29, 30, 350A and 350B. He also referred to the Government of India's memorandum of 4th September 1956 which had been prepared after considering the recommendations of the States Reorganisation Commission in regard to safeguards for linguistic minorities. This had been issued after consultation with the Chief Ministers of the States. This memorandum was in the nature of an all-India code indicating the agreed minimum safeguards to be provided to the linguistic minorities in all the States.

3. While the general principles of this memorandum were reaffirmed, certain variations were agreed to, as stated below:

(a) *Primary Education.*—The right of linguistic minorities to have instruction in their mother tongue at the primary stage of education was reaffirmed. This had indeed received constitutional recognition from Article 350A and the President is empowered to issue directions where necessary.

\*The decisions of the States in the Southern Zone in regard to primary education were accepted in principle. As these decisions had been taken in view of certain recommendations of the States Reorganisation Commission, they dealt with a particular situation then existing and are not wholly applicable to other States. But the principle was accepted and necessary adaptations can be made. The main objective is that no facilities previously available should be reduced and, wherever possible, further facilities should be given.

\*(b) *Secondary Education.*—Here also, the general provision of the 1956 memorandum were reaffirmed and the meeting accepted in principle the decisions of the States of the Southern Zone. These principles should be considered by State Education Departments with a view to adaptation to the present conditions prevailing in their States.

The mother tongue formula could not be fully applied for use as the medium of instruction in the secondary stage of education.

---

\*These decisions are given in full in the Third Report of the Commissioner for Linguistic Minorities—1960.

This stage gives a more advanced education to enable students to follow a vocation after school-leaving age and also prepares them for higher education in Universities. The languages used should be modern Indian languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.

4. The importance of providing suitable text books in schools, both at the primary and the secondary stage, was emphasised. Normally these text books should be produced by the State Governments and not be left to private enterprise.

The text books should be so designed as to inculcate in the minds of pupils an integrated outlook and a sense of the unity of India as well as of the basic cultural background of India. Also, they should provide an introduction to modern conditions in India and elsewhere. The preparation of such text books should be entrusted to persons of high quality. The Central Government should prepare model text books both for the primary and secondary stage.

5. The growth of the regional languages of India and their progressive use in education makes it essential to develop rapidly an all-India language for inter-state communication, a purpose which has thus far been served by English. Although English will continue as such medium for some time to come it is clear that urgent steps should be taken to promote Hindi so as to fulfil that purpose as early as possible. Otherwise there is danger of no adequate connecting links, in so far as language is concerned, between the different States.

6. It is important, both from the point of view of international communication and the growth of modern knowledge, more especially, science, industry and technology, in India, that there should be widespread knowledge of an international language. While this language may be any one of the important European languages in effect, English will serve this purpose more easily as it is fairly well known in India. The study of English, therefore is important.

7. It must be remembered that languages, if they are to be known at all well, must be learnt at an early age when it is easy for the child to pick them up. Therefore, both Hindi and English should be taught at an early stage.

8. The meeting was of opinion that a common script for all Indian languages was not only desirable, but would be a powerful link between the different languages of India and, therefore, of great help in bringing about intergration. Such a common script in India in existing circumstances can only be Devanagari. While it may be difficult to adopt a common script in the near future, this objective should be kept in mind and worked for.

9. A three-language formula had been evolved by the Government of India, in consultation with the State Governments, for adoption at the secondary stage of education for teaching language subjects.



It was agreed that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows:—

- (a) the regional language and mother tongue when the latter is different from the regional language;
- (b) Hindi or, in Hindi speaking areas, another Indian language; and
- (c) English or any other modern European language.

10. The question of affiliation of schools and colleges using minority languages to Universities and other authorities situated outside the State was considered. It was agreed that in most cases it should be possible to arrange for the affiliation of such institutions to Universities or Boards within the State. But where there were insuperable difficulties in making arrangements for such affiliation within the State, they might be affiliated to Universities or Boards outside the State.

11. While a State may have one or more languages for its official purposes, it must be recognised that **no State is completely unilingual**. It is because of this that arrangements are suggested for minority languages for education, etc. An official language is meant largely for official purposes. **For communication with the public**, however, the objective should be that the great majority of the people should be in a position to understand what they are told. Therefore, wherever publicity is required, other languages in use in the area should be employed, even apart from official language.

12. Where at least sixty per cent of the population of a district speaks or uses a language other than the official language of the State, this language of the minority group should be recognised as an official language in that district, in addition to the State official language. Recognition for this purpose may, however, be given ordinarily only to the major language of India specified in the Eighth Schedule of the Constitution. Exceptions may be made in regard to the Hill Districts of Assam and the district of Darjeeling in West Bengal where languages other than those mentioned in the Eighth Schedule may be used.

13. Whenever in a district or a smaller area like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course.

14. The internal work of the Administration, that is, noting on files, correspondence between different Government offices, should be normally and conveniently carried on in the official language of the State or the Union official language. But for dealings of the Administration with the public, petitions and representations in other languages should also be received from the public and arrangements

should be made for replies to be sent, wherever possible, in such other languages to letters received in them from the public. Arrangements should also be made for the publication of translations of the substance of important laws, rules, regulations, etc. in minority languages in States or districts or wherever a linguistic minority constitutes 15 to 20 per cent of the population. For this purpose, it was agreed that it would be desirable for the States to set up a Translation Bureau at State headquarters. Where a circular or other order of State Government or notification is to be issued for the information of the local public, the District authorities may be authorised to get it translated in the local language of the district or municipal area as the case may be.

15. Correspondence between the State headquarters and the district falls in the sphere of internal administration. Ordinarily, therefore, it would be appropriate to use the official language of the State for correspondence between the State and District headquarters and *vice versa*. The use of the Union official language should also be permitted for this purpose in place of the official language of the State. This Union official language will thus be either English or Hindi.

16. In recruitment to State Services under the State Government, language should not be a bar. Therefore, besides the official language of the State, option should be given of using English or Hindi as the medium of examination. A test of proficiency in the State official language should be held after selection and before the end of probation.

17. For purposes of recruitment, to Services in a State, where eligibility requires the possession of a University degree or a diploma, degrees or diplomas granted by all Universities or institutions recognised by the Central University Grants Commission should be recognised.

18. The question of the medium for University education was discussed at length. The tendency of regional languages to become the media for University education, though desirable in many ways, may well lead to the isolation of such Universities from the rest of India unless there is a link in the shape of an all-India language. Teachers and students will not be able to migrate easily from one University to another, and the cause of education will suffer for lack of a common link between Universities in different linguistic areas. The importance of such a common linguistic link between Universities was emphasised. Such a common link can only be English or Hindi. Ultimately it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over

from English to Hindi or a regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught for as long as necessary in English while other subjects may be taught with Hindi or the regional language as the medium. In any event, the standard of teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges.

19. As already decided by the Central Government, all technical and scientific terminology should be based on international usage and should be common to all the Indian languages.

20. The meeting welcomed the declaration made on behalf of the Central Government that English would continue to be used as an associate language for all-India official purposes even after Hindi becomes the all-India official language. This has been further confirmed in the Presidential Order issued in regard to the Union official language.

2. It was agreed that the implementation of the policy herein laid down for the safeguarding of the interests of linguistic minorities and the promotion of national integration were matters of very great importance. The functions of the Commissioner for Linguistic Minorities are described in Article 350B of the Constitution. Though he cannot obviously be entrusted with executive functions for the implementation of the safeguards, it was reiterated that full co-operation should be given to him by all the States. The Commissioner for Linguistic Minorities should not only prepare the annual reports, but make more frequent reports on important subjects which he should send to the Chief Ministers concerned and to the Home Ministry who will circulate it to all the Chief Ministers.

22. The Zonal Councils should pay particular attention to the implementation of this policy in their zonal areas. A committee consisting of the Vice-Chairman of the Zonal Councils should be set up under the chairmanship of the Union Home Minister. If considered necessary, the Union Home Minister may invite other Chief Ministers or other Ministers to meetings of the Committee. This committee would keep in touch with the working of the various safeguards for linguistic minorities and the promotion of national integration.

23. In view of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the action being taken and to suggest further steps whenever necessary. Success in realising this objective depended on continual vigilance and the co-operation of all the States and the Union Government.

24. The meeting agreed that it was desirable to promote better and more widespread publicity for promoting national and emotional integration. The Union Ministry of Information and Broadcasting would prepare a paper dealing with this subject and circulate it to the Chief Ministers for consideration at a subsequent meeting.

25. In view of the vital importance of national integration, it was agreed that this should be dealt with on a national plane. For this purpose, a larger conference should be convened consisting of, besides Chief Ministers and Central Ministers, leading members of the different parties in Parliament and other eminent personalities including educationists, scientists and professional men.



सत्यमेव जयते

## APPENDIX V

*Minutes of the Third Meeting of the Committee of Zonal Councils  
for National Integration held on 31st August, 1964.*

### PRESENT

1. Shri G. L. Nanda, Union Home Minister—*Chairman*.
2. Shri S. Nijalingappa, Chief Minister, Mysore—*Member*.
3. Shri V. P. Naik, Chief Minister, Maharashtra—*Member*.
4. Shri Ram Kishen, Chief Minister, Punjab—*Member*.

### SPECIAL INVITEES

5. Shrimati Sucheta Kriplani, Chief Minister, Uttar Pradesh.
6. Shri J. L. Hathi, Minister in the Ministry of Home Affairs.
7. Shri L. N. Mishra, Deputy Home Minister.
8. Dr. D. S. Kothari, Chairman, University Grants Commission.
9. Shri A. K. Chanda, Commissioner for Linguistic Minorities and Scheduled Castes & Scheduled Tribes.

### OFFICERS OF GOVERNMENT OF INDIA

10. Shri V. Viswanathan, Secretary, Ministry of Home Affairs.
11. Shri P. N. Kirpal, Secretary, Ministry of Education.
12. Shri L. P. Singh, Special Secretary, Ministry of Home Affairs.
13. Shri Hari Sharma, Additional Secretary, Ministry of Home Affairs.
14. Shri G. Mukherji, Joint Secretary, Ministry of Home Affairs.
15. Shri R. Prasad, Joint Secretary, Ministry of Home Affairs.
16. Shri P. K. Dave, Joint Secretary, Ministry of Home Affairs.
17. Shri P. C. Bhagat, Joint Secretary, Ministry of Information and Broadcasting.
18. Shri K. R. Prabhu, Deputy Secretary, Ministry of Home Affairs.
19. Shri R. S. Bahl, Joint Secretary, Zonal Councils.

In his opening remarks, the Chairman stated that the Committee of Zonal Councils for National Integration was appointed to keep in touch at the national level with the implementation of safeguards for Linguistic minorities and matters relating to national integration. The Committee could not meet since August 1962, but the various Zonal Councils had considered these problems from time to time and played an important and useful role in furtherance of the objectives for which the Committee had been constituted. The Councils provided a very useful forum for exchange of knowledge and experience acquired by the States and the Central Government and could be effectively utilised to deal with problems of national integration. It was, therefore, necessary that they should be made more effective and purposeful and that this Committee should guide them so that there was more or less a uniform approach to all major problems in the various zones.

The Chairman further stated that there had been progress in implementation of the safeguards for the linguistic minorities in the States but in certain respects still this was not quite satisfactory. Some States had done well in this matter and some others had accepted the need for early actions. He urged that the States which had not fully implemented the decisions taken at the all-India level should do so without further avoidable delay.

He also referred to the need for propagation of Hindi for various administrative purposes and also retention of English as an associate language as it was of great value for international communication and acquisition of modern knowledge.

Referring to the language restrictions imposed by certain States in the matter of recruitment to State services, the Chairman stated that it was necessary that all such restrictions should be withdrawn. He also emphasised that every citizen should have access to educational institutions in any part of the country and that domiciliary restrictions should not operate in any form.

2. The various items of the agenda were then taken up for consideration.

ITEM 1.—*Review of the implementation of decisions in respect of—*

(a) *Safeguards for Linguistic minorities and language policy.*

(i) *Primary Education.*—The Committee noted that, by and large, all the States had implemented the policy laid down at the all-India level on the question of imparting instruction at primary stage in the mother-tongue of the pupils.

(ii) *Secondary Education.*—The Committee reviewed the position. It was noted that the State Government of U.P. had not agreed so far to provide facilities for instruction through the medium of minority language at the secondary stage and that although facilities for instruction through minority languages existed in Madhya Pradesh, the decisions taken at the Chief Ministers' Conference on National Integration (1961) had not been fully implemented. The Chief Minister of Uttar Pradesh agreed to look into this matter and send a report to the Government of India. It was decided that the matter should be taken up again with both the State Governments.

(iii) *Three-language Formula.*—It was noted that although some progress had been made since the last meeting of the Committee, the position remained unsatisfactory, more especially in the Central Zone areas. It was agreed that the States concerned should be requested to take urgent steps to implement the decisions taken at the all-India level in the interest of national integration.

(iv) *Provision of suitable Text Books.*—It was agreed that a Committee consisting of a representative of the Union Ministry of Education and one representative from each Zone should be set up to consider the existing arrangements made in the States for preparing text books and recommend measures for effecting further improvements in this regard. The Committee might co-opt members from the other States in the Zones.

(v) *Teaching of Hindi and English from an early stage.*—The Committee reviewed the arrangements made in various States for teaching English and Hindi from an early stage. It was noted that arrangements now exist for the teaching of Hindi and English from a fairly early stage except in Madras where Hindi was introduced from class VIII, and in Gujarat where English was introduced from class VIII.

(vi) *Affiliation of schools and colleges to outside Bodies.*—The Committee noted that suitable arrangements existed in almost all States for affiliation of schools and colleges teaching in minority languages.

(vii) *Use of Minority Languages for communication with the public and for purposes of publicity.*—The Committee reviewed the action taken by the States to implement the policy laid down at the all-India level. It was decided that the State Governments which had not yet fully implemented the policy decisions taken by the Chief Ministers' Conference on National Integration, should be advised to do so.

(viii) *Recruitment to State Services.*—The Committee noted that almost all States had modified their recruitment rules in accordance with the basic principles laid down by the Chief Ministers' Conference on National Integration in 1961. The State Government of Uttar Pradesh was, however, still unwilling to withdraw the compulsory Hindi paper in the competitive examinations for recruitment to the State Civil Service and rules prescribing knowledge of Hindi as a condition of eligibility for Government service and posts. It was decided that the Government of Uttar Pradesh may again be requested to modify existing recruitment rules and instructions suitably.

(b) *Appointment of one-third number of judges from other States*

The Committee reviewed the position and noted that although compensatory allowances and travel facilities are proposed to be granted to the judges transferred from one State to another, very little progress had been made in giving effect to the general policy. The Committee considered that the Chairman should discuss this

matter with the Chief Justice of India with a view to reviewing the difficulties which might be still impeding inter-State transfers of Judges of the High Courts. The Committee also commended the idea that, as a convention, the Chief Justice of the High Court of a State should be a person from outside the State.

(c) *Constitution of new All-India Services*

The Committee noted the progress made towards the construction of new All-India Services in Engineering, Forest and Health. It was stated that most of the States had agreed to the proposals regarding the formation of the All-India Education Service and All India Agricultural Service and that the Central Ministries were in correspondence with other States.

(d) *Publicity for promoting national integration*

The Committee noted the action taken by the Ministry of Information and Broadcasting for achieving national unity and emotional integration through various media organisations during the last two years.

(e) *National Integration Pledge*

The Committee noted the action taken by the Government of India and State Governments for launching a mass campaign for the national integration pledge during 1962 and 1963.

ITEM 2.—*Report of the Study Team on Domiciliary restrictions in the matter of admission to technical and professional institutions.*

The Committee approved the recommendations made by the Study Team set up at its second meeting that domiciliary restrictions in the matter of admission of students from outside the State/Region/district to all types of educational and training institutions should be abolished throughout the country, but the following arrangement might be permitted during the transitional period where this is felt to be necessary:—

- (i) Admission to engineering degree courses should be made on the criterion of merit except in so far as any reservations have been provided under the Constitution). In the initial stages, i.e., for a period of five years or so, the number of seats that may be made available to students coming from outside may be limited to 25% of the total number of available seats. In the regional engineering colleges, 50% of seats are at present made available to candidates coming from outside the State in which the college is situated. It is not intended that this percentage should be reduced in any way.



- NOTE: (i) For the above purpose, a student will be deemed to be an outside student if he has passed a prescribed qualifying examination from a University or Board outside the State and the question of domicile or place of birth will not be taken into consideration for this purpose.
- (ii) The above principles should apply also to admissions to degree courses in medicine. Initially, however, for a period of 5 years or so, the number of seats to be made available to outside candidate may be limited to 15% only.



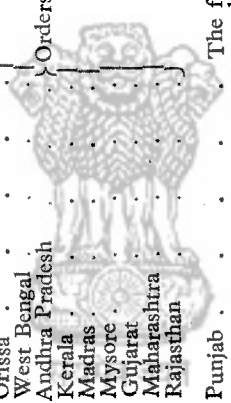
## APPENDIX VI

## Primary Education—Progress of Implementation of Agreed Scheme of Safeguards in States

## Agreed Safeguards

## Extent of implementation

A. It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provisions of such facilities (Article 350A of the Constitution).	Madhya Pradesh	.	.	The facility is restricted to the speakers of 14 languages mentioned in the Eighth Schedule of the Constitution and Sindhi.
	Uttar Pradesh	.	.	.
B. Arrangements must be made for instruction in the mother-tongue by appointing at least one teacher provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. (Provincial Education Ministers' Conference in August 1949 and also adopted in Government of India Memorandum of 1956).	Assam	.	.	.
	Bihar	.	.	.
	Orissa	.	.	.
	West Bengal	.	.	.
	Andhra Pradesh	.	.	.
	Kerala	.	.	.
	Madras	.	.	.
	Mysore	.	.	.
	Gujarat	.	.	.
	Maharashtra	.	.	.
B. Arrangements must be made for instruction in the mother-tongue by appointing at least one teacher provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. (Provincial Education Ministers' Conference in August 1949 and also adopted in Government of India Memorandum of 1956).	Rajasthan	.	.	.
	Punjab	.	.	.
B. Arrangements must be made for instruction in the mother-tongue by appointing at least one teacher provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. (Provincial Education Ministers' Conference in August 1949 and also adopted in Government of India Memorandum of 1956).	Madhya Pradesh	.	.	The facility is available to the speakers of Hindi, Punjabi and Urdu with restrictions.
	Uttar Pradesh	.	.	.
	Assam	.	.	.
	Bihar	.	.	.
	Orissa	.	.	.
	West Bengal	.	.	.
	Kerala	.	.	.
	Gujarat	.	.	.
	Rajasthan	.	.	.
	Punjab	.	.	.



C.	All primary schools shall entertain advance applications from parents of linguistic minority pupils which are to be entered in a register. Such advance registration should be made 3/6 months ending a fortnight before the commencement of the school session. (Southern Zonal Council decisions reiterated by Chief Ministers, Conference of 1961).	Andhra Pradesh . . . . .	} Facilities are available if there are at least 10 pupils in a class/section or 30 pupils in the whole school.
		Madras . . . . .	
		Mysore . . . . .	}
		Maharashtra . . . . .	} In some region (Western Maharashtra) facilities are not available if there are 10 or more pupils in a class/section.
		Punjab . . . . .	
		Punjab . . . . .	} Facilities are available to the speakers of Hindi, Punjabi and Urdu with restrictions.
		Madhya Pradesh . . . . .	
		Uttar Pradesh . . . . .	} Orders have been issued for implementation of the recommendation. Actual implementation has also been reported in a number of schools of these States.
		Bihar . . . . .	
		Kerala . . . . .	
		Madras . . . . .	
		Rajasthan . . . . .	
		Mysore . . . . .	
		Punjab . . . . .	} Orders have been issued accepting the recommendation but actual implementation of it has not been reported so far.
		Assam . . . . .	
		Orissa . . . . .	
		West Bengal . . . . .	
		Andhra Pradesh . . . . .	
		Maharashtra . . . . .	} The recommendation has been accepted in principle.
		Gujarat . . . . .	
D.	Departmental arrangements should be made to see that no such applicant is refused admission for the reason that the number is insufficient in the particular school where the application is made, and that	Andhra Pradesh . . . . .	} Orders have been issued to implement the decisions.
		Kerala . . . . .	
		Madras . . . . .	
		Mysore . . . . .	
		Mysore . . . . .	

wherever necessary, inter-school adjustments are made in the matter of admission of linguistic minority pupils. (Southern Zonal Council decisions, reiterated by Chief Ministers' Conference of 1961).

Rajasthan . . .  
Madhya Pradesh . . .  
Uttar Pradesh . . .  
Bihar . . .  
Orissa . . .  
West Bengal . . .  
Gujarat . . .  
Maharashtra . . .  
Punjab . . .

No orders seem to have been issued so far.

E. The position in respect of pupil strength and school facilities including teachers as on 1-11-1956 in respect of separate schools and separate sections for linguistic minorities will be ascertained and continued without diminution but no reduction should be effected in any individual case except under specific orders of the Government applicable to that case. (Southern Zonal Council decision reiterated by the Chief Ministers' Conference of 1961).

Madhya Pradesh . . .  
Bihar . . .  
West Bengal . . .  
Andhra Pradesh . . .  
Kerala . . .  
Madras . . .  
Mysore . . .  
Assam . . .

Orders exist for implementation of the decisions.

Order issued in April 1965 for continuation of facilities existing at the time of issue.

Uttar Pradesh . . .

The Government of Uttar Pradesh have accepted on 12th August, 1961 when the Chief Ministers' Conference accepted the decision.

Orissa . . .  
Gujarat . . .  
Maharashtra . . .  
Rajasthan . . .  
Punjab . . .

No orders seem to have been issued implementing the decisions.

# APPENDIX VII

*Facilities for imparting instruction through the medium of Mother Tongue at the primary stage of education*

District	Year	Number of schools imparting instruction through the medium of minority language	Number of separate classes or sections (not included in col. 3) imparting instruction through the medium of minority language	Number of pupils studying in schools mentioned in col. 3	Number of pupils studying in classes mentioned in col. 4 through the instruction imparting minority language	Number of teachers employed for imparting the instruction through the minority language included in col. 3	Number of new schools opened in the year included in col. 8	Number of pupils studying in schools included in col. 8	Remarks
----------	------	---------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	---------------------------------------------------------	---------

154

## MADHYA PRADESH

### Central Zone

#### Minority language—URDU

Indore .	.	.	.	1964-65	12	..	3168	..	82	..	..
Dhar .	.	.	.	"	6	3	572	187	19	..	..
Dewas .	.	.	.	"	2	2	325	57	10	..	..
Khargone	.	.	.	"	3	7	1099	845	45	..	..
Ujjain .	.	.	.	"	8	5	1741	351	52	..	..
Ratlam .	.	.	.	"	4	..	821	..	19	..	..

Mandsaur	.	.	.	2	14	478	433	19	..	..
Shajapur	.	.	.	2	..	274	..	8	..	..
Gwalior	.	.	.	..	18	..	268	9	..	..
Shivpuri	.	.	.	5	..	294	..	8	2	85
Morena	.	.	.	4	1	285	6	8	..	..
Bhopal W.	.	.	.	..	22	..	1971	58	..	..
Vidisha	.	.	.	3	..	377	..	11	..	..
Rajgarh	.	.	.	..	24	..	370	8	..	..
Hoshangabad	.	.	.	4	2	615	98	13	..	..
Khandwa	.	.	.	43	1	7793	53	201	2	105
Chhindwara	.	.	.	3	..	553	..	14	..	..
Betul	.	.	.	2	..	225	..	5	..	..
Seoni	.	.	.	5	..	1067	..	27	..	..
Sagar	.	.	.	7	..	1348	..	35	..	..
Damoh	.	.	.	2	..	554	..	14	..	..
Jabalpur	.	.	.	24	..	5325	..	152	..	..
Balaghat	.	.	.	3	..	454	..	9	..	..
Raipur	.	.	.	7	..	1017	..	36	..	..
Durg	.	.	.	1	..	344	..	9	..	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Bastar . . . . .	1964-65	1	..	68	..	3	..	..	
Bind . . . . .	"	1	..	118	..	3	..	..	
Bilaspur . . . . .	"	3	..	432	..	13	..	..	
Guna . . . . .	"	1	..	106	..	3	..	..	
Satna . . . . .	"	2	..	362	..	2	..	..	
Bhopal E. . . . .	"	5	..	202	..	8	..	..	
Narsimhapur . . . . .	"	1	..	108	..	4	..	..	
Indore . . . . .	"	18	..	4068	..	108	..	..	
Dhar . . . . .	"	..	2	..	74	6	..	..	
Dewas . . . . .	"	1	..	108	..	5	..	..	
Khargone . . . . .	"	1	1	72	162	6	..	..	
Gwalior . . . . .	"	..	41	..	873	38	..	..	
Bhopal W. . . . .	"	1	2	243	840	60	..	..	
Hoshangabad . . . . .	"	3	..	260	..	7	..	..	
Chhindwara . . . . .	"	121	..	15115	..	398	14	381	The population of Marathi language is more than 15% of the total population.
Khandwa . . . . .	"	77	..	10778	..	302	3	130	
Ujjain . . . . .	"	2	5	392	165	17	..	..	
Sagar . . . . .	"	2	..	166	..	5	1	73	

Minority language—MARATHI

अल्पसंख्यक भाषा—मराठी

Jabalpur	.	.	.	"	5	..	1112	..	33	..	..
Raipur .	.	.	.	"	2	..	334	..	8	..	..
Bilaspur	.	.	.	"	1	..	118	..	5	..	..

*Minority language—SINDHI*

Indore .	.	.	.	"	12	..	2416	..	65	..	..
Dewas .	.	.	.	"	1	..	242	..	6	..	..
Ujjain .	.	.	.	"	1	3	235	87	6	..	..
Ratlam .	.	.	.	"	1	..	172	..	6	..	..
Gwalior	.	.	.	"	..	34	..	1427	32	..	..
Datia .	.	.	.	"	1	..	413	..	13	..	..
Bhopal W.	.	.	.	"	9	..	3297	..	83	..	..
Vidisha .	.	.	.	"	1	..	51	..	1	..	..
Hoshangabad	.	.	.	"	1	..	189	..	5	..	..
Damoh .	.	.	.	"	1	..	67	..	1	..	..
Raipur .	.	.	.	"	1	..	212	..	4	..	..
Jabalpur	.	.	.	"	4	..	987	..	27	..	..
Shahdol	.	.	.	"	1	..	45	..	1	..	..

*Minority language—GUJARATI*

Indore .	.	.	.	"	2	..	1171	..	26	..	..
Ujjain .	.	.	.	"	2	..	518	..	12	..	..
Ratlam .	.	.	.	"	1	..	221	..	7	..	..



(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Khandwa	.	.	1964-65	6	..	988	..	28	..
Raipur	.	.	"	1	..	625	..	15	..
Durg	.	.	"	1	..	49	..	2	..
<i>Minority language—BENGALI</i>									
Jabalpur	.	.	"	3	..	536	..	15	..
Raipur	.	.	"	1	..	72	..	3	..
Bilaspur	.	.	"	2	..	128	..	6	..
Sarguja	.	.	"	3	..	331	..	7	..
Panna	.	.	"	3	..	612	..	12	588
Hoshangabad	.	.	"	3	..	381	..	12	..
Mandla	.	.	"	1	..	41	..	2	..
Satna	.	.	"	2	4	35	26	3	..
<i>Minority language—TELUGU</i>									
Raipur	.	.	"	1	..	29	..	1	..
Bilaspur	.	.	"	2	..	244	..	6	..
<i>Minority language—PUNJABI</i>									
Raipur	.	.	"	1	..	253	..	8	..

## Minority language—TAMIL

Bileasur	.	.	.	1	..	18	..	1	..	..
----------	---	---	---	---	----	----	----	---	----	----

## UTTAR PRADESH

## Central Zone

## Minority language—URDU

Dehradun	.	.	.	4	15	535	322	7	..	..
Muzzafarnagar	.	.	.	108	..	9833	..	143	..	..
Meerut	.	.	.	97	..	8930	..	205	..	..
Mainpuri	.	.	.	9	..	835	..	20	..	..
Budaun	.	.	.	108	11	5062	164	230	..	..
Nainital	.	.	.	12	..	1191	..	31	..	..
Almora	.	.	.	3	..	120	..	3	..	..
Pithoregarh	.	.	.	1	..	48	..	2	..	..
Hamirpur	.	.	.	10	..	1105	..	24	..	..
Banda	.	.	.	12	..	857	..	14	..	..
Pratapgarh	.	.	.	18	4	1929	383	..	..	..
Sultanpur	.	.	.	30	3	3197	165	76	21	1275
Saharanpur	.	.	.	64	1	4164	52	81	..	..
Mathura	.	.	.	6	1	709	61	6	..	..
Moradabad	.	.	.	228	..	19102	..	432	..	..
Bijnor	.	.	.	88	73	6499	2164	301	2	3292

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Rampur	1964-65	73	..	4918	..	114	50	3334	
Balia	"	54	..	5903	..	118	29	3783	
Pauri Garhwal	"	2	..	86	..	2	..	..	
Pilibhit	"	20	18	1904	3745	29	..	..	
Gonda	"	55	..	5253	..	235	..	..	
Unnao	"	9	..	1449	..	25	..	..	
Basti	"	78	..	6391	..	144	..	..	
Bareilly	"	110	..	4202	..	28	..	..	
Ghazipur	"	30	..	3951	..	64	..	..	
Deoria	"	88	..	5436	..	259	..	..	
Aligarh	"	15	5	1502	150	40	..	..	
Etah	"	17	..	1303	..	32	..	..	
Fatehpur	"	24	8	1486	767	59	..	..	
Azamgarh	"	90	12	7232	134	211	..	..	
Faizabad	"	33	2	3684	225	98	9	672	
Bahraich	"	17	..	1635	..	40	..	..	
Buland Shahr	"	28	..	3365	..	80	..	..	
Etawah	"	9	..	1114	..	22	1	59	
Bara Banki	"	29	..	4322	..	20	..	..	

Shahjahanpur	.	.	"	67	..	3975	..	150	..	..
<i>Minority language—PUNJABI</i>										
Dehradun	.	.	"	1	..	485	..	3	..	..
<i>Minority language—SINDHI</i>										
Kanpur	.	.	"	2	..	311	..	8	..	..

*Eastern Zone*

ASSAM

*Minority language—HINDI*

Darrang	.	.	"	3*	..	173	..	5	..	..	*Referred for clarification.
Goalpara	.	.	"	8	..	1176	..	18	..	..	
Garó Hills	.	.	"	1	..	49	..	1	..	..	
U.M. & N.C. Hills	.	.	"	3	..	87	..	4	..	..	
Cachar	.	.	"	29	..	1499	..	33	2	79	
Sibsagar	.	.	"	5	..	551	..	11	..	..	
Lakhimpur	.	.	"	17	5	3108	618	60	2	452	
Kamrup	.	.	"	14	..	1589	..	29	..	..	
K & J Hills	.	.	"	4**	10	257	246	18	..	..	**Decrease is due to the temporary closure of R.K. Mission L.P. School.
Nowgong	.	.	"	7	..	914	..	13	1	40	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)		
Minority language—BENGALI											
Darrang	.	.	1964-65	25@	..	5037	..	95	8	770	@Referred for clarification.
Mizo	.	.	"	3	..	149	..	5	..	..	
Goalpara	.	.	"	24	5	5575	239	85	1	112	
Garó Hills	.	.	"	22	..	1226	..	37	..	..	
U.K. & N.C. Hills	.	.	"	134	..	3944†	..	177	6	150	†Referred for clarification of the decreased.
Cachar	.	.	"	1827	..	135396	..	3552	44	2282	
Sibsagar	.	.	"	18	..	3485	..	45	3	635	
Lakhimpur	.	.	"	24	3	6559	471	134	3	630	
Kamrup	.	.	"	16	..	3934	75	75	..	..	
K & J Hills	.	.	"	8	..	1049	..	26	1	120	
Nowgong	.	.	"	41	..	8265	..	105	16	3989	
Minority language—ENGLISH											
U.M. & N.C. Hills.	.	.	"	92	..	2421	..	109	2	27	
Minority language—GARO											
Kamrup	.	.	"	54*	..	2439	..	66	..	..	*Two schools amalgamated with neighbouring schools.
K & J Hills	.	.	"	23	..	1002	..	29	3	106	

Goalpuraj . . . . .	102	..	5304	..	136	..	..
Garó Hills . . . . .	870	..	30819	..	1053	66	1820
<i>Minority language—TELUGU</i>							
Kamrup . . . . .	1	..	63	..	2	..	..
<i>Minority language—MANIPURI</i>							
Cachar . . . . .	63	25	5484	894	181	..	..
<i>Minority language—LUSHAI</i>							
Mizo . . . . .	659	..	53183@	..	1243	12	321
<i>Minority language—MIKIR</i>							
N.C. & Mikir Hills . . . . .	5	..	318	..	12	..	..
<i>Minority language—KHASI</i>							
Kamrup . . . . .	1	..	74	..	1	..	..
K & J Hills . . . . .	954	211	57086	3189	1433	30	1656
U.N. & N.C. Hills . . . . .	1	..	147	..	1	..	..
<i>Minority language—NEPALI</i>							
K & J Hills . . . . .	9	15	813	547	32	..	..
Lakhimpur . . . . .	2	..	210	..	2	2	210
Mizo . . . . .	7	..	358	..	10	..	..
Garó Hills . . . . .	2	..	223	..	4	..	..

@Linguistic minorities constitute more than 15% of the population.

+ Referred for clarification.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<i>Minority language—URDU</i>									
K & J Hills	. . . 1964-65	2	..	177	..	6	..	..	
BIHAR									
<i>Minority language—URDU</i>									
Patna	. . . 1963-64	179	39	9881	571	257	..	..	
Gaya	. . . "	347	32	15029	515	451	11	450	
Shahabad	. . . "	232	57	11186	1268	322	..	..	
Muzaffarpur	. . . "	293	86	20529	2940	479	7	292	
Saran	. . . "	246	57	17457	1976	414	..	..	
Darbhanga	. . . "	561	742	25995	26662	1057	37	796	
Champaran	. . . "	431	38	23323	1615	832	15	1275	
Bhagalpur	. . . "	197	141	12753	2037	368	12	418	
Monghyr	. . . "	222	87	14162	2049	377	7	210	
Purnea	. . . "	502	283	44871	18071	1219	7	222	
Santal Parganas	. . . "	214	17	10462	115	286	..	..	
Saharsa	. . . "	108	65	5815	883	163	6	281	
Ranchi	. . . "	53	24	3354	75	114	..	..	
Hazaribagh	. . . "	117	..	6952	..	195	..	409	
Palamau	. . . "	59	43	4062	1262	132	..	..	
Singbhum	. . . "	33	13	4352	438	122	..	..	
Dhanbad	. . . "	65	..	3479	..	99	2	89	

## Minority language—BENGALI

Patna . . . . .	"	..	5	..	117	5	..	..
Gaya . . . . .	"	..	..	..	..	..	..	..
Shahabad . . . . .	"	..	..	..	..	..	..	..
Muzaffarpur . . . . .	"	1	2	285	49	9	..	..
Saran . . . . .	"	..	..	..	..	..	..	..
Darbhanga . . . . .	"	..	13	..	125	19	..	..
Champaran . . . . .	"	20	..	1301	..	40	..	..
Bhagalpur . . . . .	"	1	..	52	..	2	..	..
Monghyr . . . . .	"	6	..	745	..	21	..	..
Purnea . . . . .	"	7	46	2309	2948	82	..	..
Santal Parganas . . . . .	"	242	41	18242	1136	469	..	..
Saharsa . . . . .	"	..	..	..	..	..	..	..
Ranchi . . . . .	"	2	3	621	65	18	..	..
Hazaribagh . . . . .	"	12	13	193	205	23	..	..
Palamau . . . . .	"	1	..	82	..	5	..	..
Singbhum . . . . .	"	418	139	42848	11362	1118	49	4795
Dhanbad . . . . .	"	168	113	14790	6785	435	3	129

Note : Figures in respect of other minority languages for the year 1963-64 have not been furnished by the State Government.



Figures for the year 1964-65—Not furnished by the State Government.

## ORISSA

## Minority language—HINDI

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Keonjhar . . .	1963-64	2	2	76	133	5	1	51	
Dhenkanal . . .	"	5	..	30	..	4	..	..	
Mayurbhanj . . .	"	..	5	..	194	4	..	..	
Sundergarh . . .	"	8	12	1169	1823	92	2	309	
Bolangir . . .	"	3	..	1064	..	19	..	..	
Kalahandi . . .	"	2	..	71	..	3	..	..	
Koraput . . .	"	1	..	45	..	3	..	..	
Sambalpur . . .	"	14	11	2145	1397	73	1	33	
Cuttack . . .	"	1	..	66	..	1	1	66	

## Minority language—BENGALI

Keonjhar . . .	"	1	..	53	..	3	..	..	
Dhenkanal . . .	"	1	..	65	..	3	..	..	
Balasore . . .	"	1	..	53	..	1	..	..	
Mayurbhanj . . .	"	..	5	..	49	2	..	..	
Sundergarh . . .	"	2	2	132	276	11	..	..	
Kalahandi . . .	"	1	..	33	..	1	..	..	

Koraput	.	.	.	78	..	5745	..	165	..	..
Sambalpur	.	.	.	2	..	120	..	5	..	..
Cuttack	.	.	.	6	I	493	25	18	..	..

*Minority Language—TELUGU*

Ganjam	.	.	.	95	91	6068	5039	220	..	..
Puri	.	.	.	I	..	627	..	5	..	..
Balasore	.	.	.	I	..	55	..	I	..	..
Sundergarh	.	.	.	2	..	122	13	..	..	..
Bolangir	.	.	.	2	..	221	..	2	..	..
Koraput	.	.	.	56	..	4497	..	114	..	..
Sambalpur	.	.	.	..	I	..	61	2	..	..
Cuttack	.	.	.	..	..	185	..	6	..	..

*Minority Language—URDU*

Ganjam	.	.	.	..	..	336	..	11	..	..
Puri	.	.	.	42	27	2997	347	93	..	..
Dhenkanal	.	.	.	3	..	111	..	3	..	..
Balasore	.	.	.	26	16	1146	678	52	..	..
Mayurbhanj	.	.	.	..	5	..	182	4	..	..
Sundergarh	.	.	.	6	2	382	20	2	..	..
Bolangir	.	.	.	I	..	38	..	I	..	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Koraput	. . . 1963-64	5	..	172	..	6	..	..	
Sambalpur	. . . "	4	..	67	..	7	..	..	
Cuttack	. . . .	2	118	350	5493	201	..	..	
Puri	. . . . "	1	8	124	..	7	..	..	
Dhenkanal	. . . . "	1	..	49	..	3	..	..	
Dhenkanal	. . . . "	1	..	50	..	1	..	..	
Sambalpur	. . . . "	4	..	290	.	10	..	..	

Figures for the year 1964-65—Not furnished by the State Government.

#### WEST BENGAL

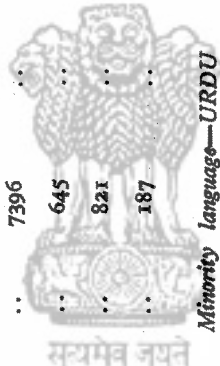
#### Minority language—HINDI

Calcutta	. . . . 1964-65	179*	1	29721	92	814	4	400	
----------	-----------------	------	---	-------	----	-----	---	-----	--

\*Excludes the figures of Corporation Primary Schools of Calcutta.

24-Parganas . . . . .	70	11	7845	1336	236	8	1002
Murshidabad . . . . .	4	..	204	..	7	..	..
Howrah . . . . .	75	1	11821	131	361	2	303
Hooghly . . . . .	31	8	3187	396	111	..	..
Midnapore . . . . .	24	..	3317	..	92	3	188
Burdwan . . . . .	43	62	6522	3655	235	1	138
Birbhum . . . . .	1	..	92	..	4	..	..
Purulia . . . . .	42	164	1227	768	59	..	..
Jalpaiguri . . . . .	100	..	7396	..	138	1	100
West Dinajpur . . . . .	23	..	645	..	28	..	..
Cooch Behar . . . . .	8	..	821	..	19	1	63
Malda . . . . .	1	..	187	..	4	..	..
<i>Minority language—URDU</i>							
Calcutta . . . . .	42*	..	3874	..	108	..	..
24-Parganas . . . . .	14	5	1385	410	50	..	..
Murshidabad . . . . .	..	..	84	..	8	..	..
Howrah . . . . .	8	..	1041	..	30	..	..
Hooghly . . . . .	5	6	423	553	29	..	..
Midnapore . . . . .	1	..	66	..	2	..	..
Burdwan . . . . .	12	27	1793	484	55	..	..

\*Excludes the figures  
of Corporation Pri-  
mary Schools of  
Calcutta.



\*Excludes the figures  
of Corporation  
Primary Schools  
of Calcutta.

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

Purulia . . . 1964-65 1964-65 85 1113 142 38 .. ..  
West Dinajpur . . . " 79 2241 .. 93 .. ..  
Darjeeling . . . " 3 181 .. 6 .. ..

*Minority language—NEPALI*

Jalpaiguri . . . " 26 1398 .. 33 .. ..  
Darjeeling . . . " 377 36261 .. 1047 10 1033

*Minority language—TELUGU*

Calcutta . . . " 1\* 1 148 152 11 .. ..  
24-Parganas . . . " 1 2 160 135 5 .. ..  
Howrah . . . " 2 228 .. 3 .. ..  
Hooghly . . . " 2 1 202 47 6 .. ..  
Midnapore . . . " 10 2387 .. 44 2 204  
Purulia . . . " 8 5 233 74 8 .. ..

*Minority language—GUJARATI*

Calcutta<sup>7</sup> . . . " 5\* 1191 .. 26 .. ..

\*Ditto.

*Minority language—ORIYA*

Calcutta . . . " 2\* 816 .. 5 .. ..  
24-Parganas . . . " 6 554 .. 15 1 84

\*Ditto.

Hooghly	.	.	.	1	1	58	39	2	..	..
Midnapore	.	.	.	..	..	496	..	12	..	..
<i>Minority language—TIBETAN</i>										
Darjeeling	.	.	.	5	..	838	..	22	..	..
<i>Minority language—TAMIL</i>										
Calcutta	.	.	.	2*	..	426	..	12	..	*Ditto.

## ANDHRA PRADESH

*Minority language—URDU*

<i>Southern Zone</i>										
Visakhapatnam	.	.	.	25	10	2742	313	61	2	93
East Godavari	.	.	.	30	10	1402	331	51	1	44
West Godavari	.	.	.	10	2	642	316	20	..	..
Krishna	.	.	.	102	..	8097	..	218	..	..
Guntur	.	.	.	172	1	14433	74	337	..	..
Kurnool	.	.	.	138	76	16006	..	315	..	..
Anantapur	.	.	.	88	37	8639	2263	249	1	40
Cuddapah	.	.	.	105	11	10667	439	290	2	126
Nellore.	.	.	.	63	37	5441	1803	180	..	..
Chittoor	.	.	.	83	30	8292	1934	195	4	175

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Hyderabad City	.	88	438	19308	19891	1015	..	..	
Hyderabad District	.	17	117	642	3647	89	1	41	
Medak	.	7	196	614	4799	124	9	546	
Nizamabad	.	..	137	..	4288	161	..	..	
Mahbubnagar	.	25	86	5798	2136	104	..	..	
Nalgonda	.	4	20	559	496	36	..	..	
Warangal	.	12	1	2190	35	106	..	..	
Khammam	.	4	..	503	..	13	..	..	
Karimnagar	.	6	49	1259	1298	76	2	315	
Adilabad	.	8	40	1017	1501	49	..	..	
<i>Minority language—ORiya</i>									
Srikakulam	.	19	95	2324	1990	95	8	491	
<i>Minority language—KANNADA</i>									
Mahbubnagar.	.	1	5	165	75	5	..	..	
Hyderabad City	.	2	..	256	..	12	..	..	
Medak	.	..	14	..	555	18	..	..	
<i>Minority language—TAMIL</i>									
Chittoor	.	31	31	4205	1829	163	..	..	
Krishna	.	1	..	205	..	7	..	..	
Hyderabad City	.	..	5	..	63	5	..	..	

*Minority language—GUJARATI*

Warangal . . . . .	I	..	35	..	2	..	..
Krishna . . . . .	I	..	54	..	5	..	..
Nizamabad . . . . .	..	5	..	126	6	..	..
Hyderabad City . . . . .	2	..	797	..	22	..	..

*Minority language—HINDI*

Warangal] . . . . .	I	58	86	1356	3	..	..
Krishna . . . . .	I	..	169	..	5	..	..
Adilabad . . . . .	I	..	185	..	5	..	..
Hyderabad City] . . . . .	25	27	6896	1035	192	..	..

*Minority language—MARATHI*

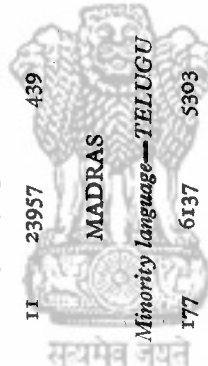
Adilabad . . . . .	102	112	3063	1583	154	..	..
Mahbubnagar. . . . .	3	10	860	164	10	..	..
Nizamabad . . . . .	..	5	..	992	45	..	..
Hyderabad City . . . . .	5	21	803	806	60	..	..
Medak . . . . .	..	5	..	261	10	..	..

## KERALA

*Minority language—TAMIL*

Trivandrum . . . . .	3	63	1702	1368	93	..	..
Quilon . . . . .	..	15	..	541	9	..	..



(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Kottayam	. . . 1964-65	14	135	2813	4274	150	..	..	
Ernakulam	. . . "	..	7	..	67	2	..	..	
Palghat	. . . "	21	63	4019	2116	170	..	..	
Kozhikode	. . . "	2	..	170	..	9	..	..	
<i>Minority language—KANNADA</i>									
Cannanore	. . . "	145	11	23957	439	808	3	439	
 MADRAS									
<i>Minority language—TELUGU</i>									
Madras	. . . "	21	177	6137	5303	257	..	..	
Chingleput	. . . "	121	112	6507	5531	437	1	1835	
North Arcot	. . . "	15	61	1978	2255	121	..	..	
Salem	. . . "	308	72	35759	2835	715	..	..	
<i>Minority language—KANNADA</i>									
Nilgiris	. . . "	1	27	25	494	10	..	..	
<i>Minority language—MALAYALAM</i>									
Madras	. . . "	..	11	..	306	8	..	..	
Kanyakumari	. . . "	3	711	467	20262	710	..	..	

Coimbatore	.	.	4	34	675	706	37	..	..
Nilgiris	.	.	17	99	2726	2067	113	2	78
Salem	.	.	6	..	406	..	19	..	..
Tirunelveli	.	.	4	23	..	561	19	..	..

*Minority language—GUJARATI*

Madras.	.	.	3	5	1028	182	41	..	..
Coimbatore	.	.	1	..	135	..	3	..	..

*Minority language—URDU*

Madras.	.	.	43	19	7246	998	363	..	..
Chingleput	.	.	5	2	322	66	11	..	..
North Arcot	.	.	52	1	5999	20	197	..	..
Salem	.	.	24	9	1973	1042	60	..	..
South Arcot	.	.	5	15	504	328	14	..	..
Thanjavur	.	.	2	10	246	..	10	..	..
Thiruchirapalli	.	.	3	2	554	169	5	..	..

*Minority language—HINDI*

Madras.	.	.	4	10	1273	464	41	..	..
Chingleput	.	.	1	..	45	..	1	..	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
MYSORE									
<i>Minority language—URDU</i>									
Bangalore City	. . . 1963-64	83	..	23041	..	558	..	..	
Bangalore Dt.	. . . "	258	..	18121	..	564	10	358	
Kolar . . .	. . . "	270	..	19321	..	902	..	..	
Tumkur . . .	. . . "	211	..	14025	..	492	42	1517	
Chitradurga . . .	. . . "	124	..	11136	..	319	..	..	
Chikmagalur . . .	. . . "	91	..	6454	..	209	..	..	
Hassan . . .	. . . "	116	..	6682	..	252	..	..	
Shimoga . . .	. . . "	168	..	13793	..	501	..	..	
Mysore . . .	. . . "	186	..	17181	..	508	..	..	
Mandya . . .	. . . "	85	..	5263	..	179	..	..	
Coorg . . .	. . . "	10	..	630	..	13	..	..	
South Kanara . . .	. . . "	40	..	5021	..	131	..	..	
Dharwar . . .	. . . "	214	..	30971	..	592	..	..	
Belgaum . . .	. . . "	163	..	21017	..	475	..	..	
Bijapur . . .	. . . "	246	1	27858	18	527	..	..	
North Kanara . . .	. . . "	74	..	8136	..	222	..	..	
Bellary . . .	. . . "	70	..	6882	..	167	7	561	

Bidar . . . . .	13	83	3188	3721	196	..	..
Gulbarga . . . . .	8	..	1715	..	45	..	..
Raichur . . . . .	6	..	909	..	22	..	..
<i>Minority language—TAMIL</i>							
Bangalore City . . . . .	93	..	34205	..	829	..	..
Bangalore . . . . .	29	..	3349	..	88	..	..
Kolar . . . . .	59	..	16507	..	525	..	..
Chitradurga . . . . .	3	..	413	..	8	..	..
Chikmagalur . . . . .	7	..	512	..	16	..	..
Hassan . . . . .	2	..	142	..	4	..	..
Shimoga . . . . .	10	..	1871	..	39	..	..
Mysore . . . . .	11	..	1364	..	32	..	..
Mandya . . . . .	3	..	133	..	2	..	..
Coorg . . . . .	3	..	137	..	4	2	87
Dharwar . . . . .	3	..	830	..	17	..	..
Belgaum . . . . .	1	..	75	..	3	..	..
Bellary . . . . .	2	..	576	..	11	..	..
Raichur . . . . .	1	..	277	..	3	..	..
<i>Minority language—GUJARATI</i>							
Bangalore City . . . . .	1	..	456	..	10	..	..
Dharwar . . . . .	3	..	286	..	11	..	..
Bijapur . . . . .	1	..	49	..	3	..	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<i>Minority language—TELUGU</i>									
Bangalore City	•	•	1963-64	14	..	2913	..	83	..
Bangalore	•	•	•	5	..	682	..	16	..
Kolar	•	•	•	4	..	605	..	10	..
Chikmagalur	•	•	•	1	..	66	..	2	..
Mandya	•	•	•	1	..	42	..	1	..
Dharwar	•	•	•	4	..	1562	..	30	..
North Kanara	•	•	•	2	..	332	..	10	..
Bellary	•	•	•	37	..	9591	..	252	93
Bidar	•	•	•	..	4	..	45	2	..
Gulbarga	•	•	•	15	..	743	..	30	129
<i>Minority language—MALAYALAM</i>									
Bangalore City	•	•	1964-65	1	..	294	..	8	..
Bangalore	•	•	•	1	..	248	..	6	..
Kolar	•	•	•	4	..	165	..	4	..
Coorg	•	•	•	3	..	252	..	7	45
<i>Minority language—HINDI</i>									
Bangalore City	•	•	•	4	..	813	..	23	..
Bangalore	•	•	•	6	..	173	..	6	..

Mysore . . . . .	1	..	186	..	6	..	..
Dharwar . . . . .	1	..	115	..	4	..	..
Bijapur . . . . .	1	..	252	..	7	..	..
Bidar . . . . .	1	3	76	52	4	..	..
<i>Minority language—ENGLISH</i>							
Bangalore City . . . . .	24	..	5383	..	169	..	..
Bangalore . . . . .	3	..	992	..	30	..	..
Kolar . . . . .	5	..	1563	..	61	..	..
Dharwar . . . . .	4	..	884	..	20	..	..
Belgaum . . . . .	3	..	1235	..	36	..	..
<i>Minority language—MARATHI</i>							
Bangalore City . . . . .	1	..	338	..	9	..	..
Bangalore District . . . . .	1	..	118	..	3	..	..
Dharwar . . . . .	15	..	3945	..	91	..	..
Belgaum . . . . .	533	..	85999	..	2116	..	..
Bijapur . . . . .	14	..	3614	..	94	..	..
North Kanara . . . . .	122	..	9856	..	267	2	52
Bidar . . . . .	161	250	11326	4136	350	7	237
Gulbarga . . . . .	3	..	677	..	15	..	..

Figures for the year 1964-65—Not furnished by the State Government.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
-----	-----	-----	-----	-----	-----	-----	-----	-----	------

**GUYARAT**

**Western Zone**

Districtwise figures for the year 1963-64 have not been included as incomplete figures were furnished by the State Government.

Figures for the year 1964-65—Not furnished by the State Government.

**MAHARASHTRA**

**Minority language—URDU**

Greater Bombay	.	.	1963-64	157	..	61992	*	1495	..	..	*Separate information not furnished in col. 6. Figures included in col. 5.
Thana	.	.	"	62	..	10663	..	261	..	..	
Kolaba	.	.	"	133	..	12446	..	336	..	..	
Ratnagiri	.	.	"	167	..	17292	..	467	..	..	
Nasik	.	.	"	58	..	16228	..	438	..	..	
Dhulia	.	.	"	42	8	7004	*	189	..	..	
Jalgaon	.	.	"	148	2	21952	*	593	..	..	
Ahmednagar	.	.	"	63	..	7173	..	193	..	..	
Poona	.	.	"	39	..	8783	..	237	..	..	
Satara	.	.	"	9	..	2215	..	60	..	..	
Sangli	.	.	"	45	..	6883	..	186	..	..	
Sholapur	.	.	"	79	..	15015	..	406	..	..	

Kolhapur	.	.	.	73	..	7822	..	211	..	..
Buldhana	.	.	.	83	..	10142	..	274	..	..
Akola	.	.	.	101	..	15843	..	428	..	..
Amravati	.	.	.	91	..	12706	..	343	..	..
Yestmal	.	.	.	37	1	5145	*	139	..	..
Wardha	.	.	.	12	..	1335	..	36	..	..
Nagpur	.	.	.	34	1	6404	*	173	..	..
Bhandara	.	.	.	2	..	407	..	11	..	..
Chandrapur	.	.	.	6	..	848	..	23	..	..
Aurangabad	.	.	.	12	37	6161	*	166	..	..
Parbhani	.	.	.	10	11	4461	*	120	..	..
Bhir	.	.	.	2	15	2132	*	58	..	..
Nanded	.	.	.	8	15	3523	*	95	..	..
Osmanabad	.	.	.	1	3	1307	*	35	..	..

*Minority language—GUJARATI*

Gr. Bombay	.	.	.	308	..	100196	..	2708	..	..
Thana	.	.	.	34	..	7557	..	204	..	..
Kolaba	.	.	.	3	..	614	..	16	..	..
Nasik	.	.	.	4	..	859	..	23	..	..
Dhulia	.	.	.	11	3	2000	*	54	..	..

\* Separate information  
not furnished in col. 6.  
Figures included in  
in col 5.



(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Jalgaon	1963-64	7	..	997	..	27	..	..	..
Ahmednagar	"	1	..	64	..	2	..	..	..
Poona	"	9	..	3024	..	82	..	..	..
Sangli	"	1	..	260	..	7	..	..	..
Sholapur	"	2	..	134	..	4	..	..	..
Kolhapur	"	1	..	216	..	6	..	..	..
Buldhana	"	1	..	100	..	3	..	..	..
Akola	"	5	..	710	..	19	..	..	..
Amravati	"	3	..	454	..	12	..	..	..
Yectmal	"	2	..	294	..	8	..	..	..
Wardha	"	2	..	106	..	3	..	..	..
Nagpur	"	5	..	1177	..	32	..	..	..
Bhandara	"	1	..	350	..	9	..	..	..
Aurangabad	"	2	..	355	..	9	..	..	..
Nanded	"	1	..	113	..	3	..	..	..
Osmanabad	"	1	..	107	..	3	..	..	..
<i>Minority language—ENGLISH</i>									
Gr. Bombay	"	200	..	69648	..	1882	..	..	..
Thana	"	8	..	3496	..	94	..	..	..

Nasik . . . . .	7	..	2082	..	56	..	..
Dhulia . . . . .	1	..	335	..	9	..	..
Jalgaon . . . . .	4	..	890	..	24	..	..
Ahmednagar . . . . .	3	..	536	..	14	..	..
Poona . . . . .	36	..	10517	..	284	..	..
Sangli . . . . .	1	..	110	..	3	..	..
Sholapur . . . . .	1	..	397	*	11	..	..
Kolhapur . . . . .	2	..	534	..	14	..	..
Nagpur . . . . .	1	1	92	*	2	..	..
Bhandara . . . . .	1	1	206	*	5	..	..
Aurangabad . . . . .	1	..	443	..	12	..	..
Parbhani . . . . .	1	..	149	..	4	..	..
<i>Minority language—HINDI</i>							
Gr. Bombay . . . . .	137	..	34457	..	931	..	..
Thana . . . . .	9	..	1299	..	35	..	..
Nasik . . . . .	4	1	1298	*	35	..	..
Dhulia . . . . .	3	1	813	*	22	..	..
Jalgaon . . . . .	5	2	1966	*	53	..	..
Ahmednagar . . . . .	3	2	962	*	26	..	..
Poona . . . . .	18	1	4274	*	115	..	..
Sholapur . . . . .	1	..	309	..	6	..	..

\*Separate information not furnished in col. 6. Figures included in col. 5.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Buldhana . . .	1963-64	7	..	914	..	25	..	..	
Akola . . .	"	10	1	3159	*	85	..	..	
Amravati . . .	"	21	..	4090	..	110	..	..	
Yectmal . . .	"	7	..	1005	..	27	..	..	
Wardha . . .	"	12	..	2820	..	76	..	..	
Nagpur . . .	"	58	6	16307	*	441	..	..	
Bhandara . . .	"	98	3	9736	..	263	..	..	
Chandrapur . . .	"	12	..	1072	..	29	..	..	
Aurangabad . . .	"	4	1	1573	*	42	..	..	
Nanded . . .	"	4	..	622	..	17	..	..	
Osmanabad . . .	"	1	1	138	*	4	..	..	

*Minority language—SINDHI*

\*Separate information not furnished in col. 6. Figures included in col. 5.

Gr. Bombay . . .	"	26	..	4984	*	135	..	..	
Thana . . .	"	26	..	13950	..	377	..	..	
Nasik . . .	"	7	..	902	..	24	..	..	
Dhulia . . .	"	3	..	714	..	19	..	..	
Jalgaon . . .	"	5	1	1595	*	43	..	..	
Ahmednagar . . .	"	1	1	547	..	15	..	..	

Poona .	.	.	.	7	..	1760	..	47	..	..	..
Sangli .	.	.	.	2	..	164	..	4	..	..	..
Sholapur .	.	.	.	1	..	92	..	2	..	..	..
Kolhapur .	.	.	.	2	..	1151	..	31	..	..	..
Bhandara .	.	.	.	1	..	571	..	15	..	..	..

*Minority language—KANNADA*

Gr. Bombay .	.	.	.	51	..	7082	..	191	..	..	..
Thana .	.	.	.	1	..	429	..	11	..	..	..
Poona .	.	.	.	1	..	189	..	5	..	..	..
Sangli .	.	.	.	61	..	5419	..	146	..	..	..
Sholapur .	.	.	.	119	..	13080	..	353	..	..	..
Kolhapur .	.	.	.	10	..	975	..	26	..	..	..
Osmanabad .	.	.	.	..	1	60	*	1	..	..	..

*Minority language—TAMIL*

Gr. Bombay .	.	.	.	47	..	8911	..	241	..	..	..
Thana .	.	.	.	4	..	497	..	13	..	..	..
Poona .	.	.	.	3	..	1273	..	34	..	..	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<i>Minority language—TELUGU</i>									
Gr. Bombay . . .	1963-64	20	..	3971	*	107	..	..	*Separate information not furnished in col. 6. Figures included in col. 5.
Thana . . .	"	1	..	292	..	8	..	..	
Ahmednagar . . .	"	1	..	132	..	3	..	..	
Poona . . .	"	4	..	444	..	12	..	..	
Sholapur . . .	"	4	..	746	..	20	..	..	
Nagpur . . .	"	1	..	250	..	7	..	..	
Chandrapur . . .	"	49	1	1876	*	51	..	..	
Aurangabad . . .	"	1	1	117	..	3	..	..	
Parbham . . .	"	1	1	176	*	5	..	..	
Nanded . . .	"	2	1	397	*	11	..	..	
<i>Minority language BENGALI</i>									
Gr. Bombay . . .	"	2	..	220	..	6	..	..	
Nagpur . . .	"	2	..	226	..	6	..	..	
Bhandara . . .	"	1	..	51	..	2	..	..	
<i>Minority language—MALAYALAM</i>									
Gr. Bombay . . .	"	8	..	472	..	13	..	..	
Thana . . .	"	1	..	256	..	7	..	..	

*Minority language—IRANIAN*

Gr. Bombay . . . . .	2	..	148	..	4	..	..
----------------------	---	----	-----	----	---	----	----

## PUNJAB

*Minority language—URDU\***Northern Zone*

Sangrur . . . . .	41	..	1957	..	25	..	..	*Being taught as additional optional language subject.
Gurgaon . . . . .	112	..	745	..	36	..	..	

*Minority language—NEPALI\**

Kangra . . . . .	2	..	209	..	2	..	..	Ditto.
------------------	---	----	-----	----	---	----	----	--------

*Minority language—BHOTI \**

Lahaul and Spiti . . . . .	24	..	429	..	27	..	..	Ditto.
----------------------------	----	----	-----	----	----	----	----	--------

## RAJASTHAN

*Minority language—URDU*

Ganganagar . . . . .	1	..	25	..	1	..	..	
Pali . . . . .	2	5	136	56	3	..	..	
Nagaur . . . . .	11	..	1676	..	23	..	..	
Jaipur . . . . .	14	51	2896	1236	30	..	..	
Ajmer . . . . .	9	..	634	..	48	..	..	
Karauli . . . . .	3	..	187	..	6	..	..	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Sikar . . . . .	1964-65	2	6	145	145	6	..	..	
Jhunjhunu . . . . .	"	2	..	145	..	3	..	..	
Udaipur . . . . .	"	1	5	1160	..	32	..	..	
Kota . . . . .	"	5	20	740	740	23	..	..	
<i>Minority Language—GUJARATI</i>									
Sirohi . . . . .	"	1	..	28	..	1	..	..	
<i>Minority Language—PUNJABI</i>									
Ganganagar . . . . .	"	4	..	862	..	11	3	80	
<i>Minority Language—SINDHI</i>									
Sirohi . . . . .	"	1	..	29	..	2	..	..	
Jaipur . . . . .	"	9	80	3182	2596	52	..	..	
Ajmer . . . . .	"	44	..	9125	..	256	..	..	
Karauli . . . . .	"	2	5	194	83	6	..	..	
Sikar . . . . .	"	2	5	185	185	2	..	..	
Bhilwara . . . . .	"	2	2	263	263	5	1	85	
Kota . . . . .	"	9	31	1178	1178	35	..	..	

## DELHI

*Minority language—URDU*

Delhi . . . . 1964-65 17 4 5370 169 144 3 129

*Minority language—SINDHI*

" . . . . " 9 6 878 262 27 1 526

*Minority language—BENGALI*

" . . . . " 32 22 2374 444 72 1 672

*Minority language—TAMIL*

" . . . . " 25 .. 1735 .. 50 .. ..

*Minority language—PUNJABI*

" . . . . " 24 33 3028 1785 99 2 705

*Minority language—MARATHI*

" . . . . " 1 5 1.. 90 5 .. ..

*Minority language—MALAYALAM*

" . . . . " 3 .. 236 .. 8 .. ..

*Minority language—TELUGU*

" . . . . " 4 .. 110 .. 5 .. ..



(1)	(2) 1964-65	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<i>Minority language—KANNADA</i>									
Delhi . . .	1964-65	1	1	..	27	1	..	..	
" . . .	"	1	7	237	237	7	..	..	
<i>Minority language—GUJARATI</i>									
GOA, DAMAN AND DIU									
<i>Minority language—ENGLISH</i>									
Goa, Daman and Diu . .	"	117	126	8302	11720	171	..	..	
<i>Minority language—KONKANI</i>									
" . . .	"	58	42	2833	2812	33	..	..	
<i>Minority language—URDU</i>									
" . . .	"	24		1630		38	..	..	
<i>Minority language—PORTUGUESE</i>									
" . . .	"	21		1261	..	37	..	..	
<i>Minority language—KANNADA</i>									
" . . .	"	1	..	68	..	1	..	..	

*Minority language—GUJARATI*

..	.	.	.	32	I	5119	514	78	..	..
----	---	---	---	----	---	------	-----	----	----	----

*Minority language—HINDI*

..	.	.	.	I	..	7	..	I	..	..
----	---	---	---	---	----	---	----	---	----	----

## ANDAMAN AND NICOBAR ISLANDS

*Minority language—BENGALI*

Andaman and Nicobar Islands	..	51	I	2707	24	80	..	..
-----------------------------	----	----	---	------	----	----	----	----

*Minority language—TAMIL*

..	.	.	.	2	2	100	50	8	..	..
----	---	---	---	---	---	-----	----	---	----	----

*Minority language—MALAYALAM*

..	.	.	.	7	3	500	300	25	..	..
----	---	---	---	---	---	-----	-----	----	----	----

*Minority language—BURMESE*

..	.	.	.	4	..	195	..	4	..	..
----	---	---	---	---	----	-----	----	---	----	----

*Minority language—NICOBARES*

..	.	.	.	22	..	870	..	..	..	..
----	---	---	---	----	----	-----	----	----	----	----

*Minority language—TELUGU*

..	.	.	.	..	I	..	54	..	..	..
----	---	---	---	----	---	----	----	----	----	----

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)		
MANIPUR											
Minority language—BENGALI											
Manipur	.	.	.	1964-65	38	..	1826	..	97	1	79
Minority language—HINDI											
"	.	.	.	"	8	..	475	..	23	5	291



## APPENDIX VIII

## PRIMARY EDUCATION—Comparative Statistics of Educational Facilities for three Years

Year	Number of schools and attached sections		Name of minority language in which instruction is provided	Number of children belonging to each linguistic minority group	Number of teachers available for each linguistic minority group	Remarks
	Schools	Attached sections				
(1)	(2)	(3)	(4)	(5)	(6)	(7)
MADHYA PRADESH						
1962-63	187	54	Urdu	30,467	915	
	210	25	Marathi	28,418	831	
	12	..	Bengali	1,248	36	
	11	9	Gujarati	3,215	86	
	33	21	Sindhi	10,853	258	
	1	..	Telugu	33	1	
	1	..	Punjabi	190	1	
1963-64	159	95	Urdu	33,771	910	
	216	35	Marathi	32,266	902	
	10	..	Bengali	1,058	34	
	13	..	Gujarati	3,052	78	
	37	23	Sindhi	10,169	265	
	3	..	Telugu	277	7	
	1	..	Punjabi	218	1	
1964-65		..	Tamil	18	1	
	166	99	Urdu	34,764	907	
	234	51	Marathi	34,880	998	
	18	4	Bengali	2,212	60	
	13	..	Gujarati	3,572	90	

(1)	(2)	(3)	(4)	(5)	(6)	(7)
-----	-----	-----	-----	-----	-----	-----

34	Sindhi	37	250	7	1
3	Telugu	..	273	8	..
1	Punjabi	..	53	1	..
1	Tamil	..	18	..	..

## UTTAR PRADESH

1962-63	1,806	277	313,669	4,655	..
..	9	I	486	10	..
..	1	..	388	11	..
..	1	..	185	1	..
..	2	..	345	2	..
..	2	..	25	..	..

1963-64	1,854	245	159,794	3,962	8
..	9	..	479	11	..
..	1	..	388	1	..
..	1	..	183	1	..
..	2	..	32	2	..

*1964-65	1,646	153	141,561	3,144	*Figures per-
..	1	..	485	3	tain to 39
..	2	..	311	8	districts only.

## ASSAM

1962-63	56	..	5,167	116	..
..	1,959	..	151,279	3,897	..
..	5	..	312	12	..

1,001	..	Nepali	34,475	1,100
23	..	Khasi	1,792	52
833	..	Lushai	47,358	1,166
623	1	Manipuri	49,639	1,013
80	..	Urdu	6,180	168
1	..	English	114	2
69	..	Telugu	2,111	83
1	..		38	1

1963-64	82	Hindi	8,799	166
	2,076	Bengali	168,635	4,399
	5	Mikir	312	12
	982	Garó	34,984	1,139
	19	Nepali	1,895	53
	927	Khasi	53,830	1,390
	659	Lushai	53,728	1,239
	63	Manipuri	6,418	173
	2	Urdu	174	6
	90	English	2,394	106
	1	Telugu	68	2

1964-65	103	Hindi	19,267	192
	2,142	Bengali	175,329	4,339
	5	Mikir	318	12
	1,049	Garó	39,564	1,284
	20	Nepali	2,155	49
	956	Khasi	60,496	1,435
	670	Lushai	53,808	1,256
	63	Manipuri	6,378	181
	2	Urdu	177	6
	92	English	2,421	109
	1	Telugu	63	2

(1)	(2)	(3)	(4)	(5)	(6)	(7)
			<b>*BIHAR</b>			<b>*Information pertaining to other languages not furnished.</b>
*1962-63	. . . . . 3,749 819	1,639 346	Urdu . . . . . Bengali . . . . .	285,176 97,707	6,416 1,863	
*1963-64	. . . . . 3,859 878	1,724 375	Urdu . . . . . Bengali . . . . .	294,845 104,260	6,887 2,246	
1964-65	Not furnished by the State Government.					
			<b>ORISSA</b>			
1962-63	. . . . . 63 109 86 12 1 3 1 1	71 91 165 8 .. .. .. 8	Hindi . . . . . Telugu . . . . . Urdu . . . . . Bengali . . . . . Nepali . . . . . Gujarati . . . . . Tamil . . . . . English . . . . .	10,760 12,348 11,518 1,151 50 292 45 124	652 324 374 41 1 10 2 7	
1963-64	. . . . . 36 159 9 94 2 4 1 1	30 92 168 8 .. .. .. 8	Hindi . . . . . Telugu . . . . . Urdu . . . . . Bengali . . . . . Nepali . . . . . Gujarati . . . . . Tamil . . . . . English . . . . .	7,936 16,888 12,319 7,044 50 290 49 124	191 350 380 209 1 10 3 7	
1964-65	Not furnished by the State Government.					

## WEST BENGAL

1962-63	526	186	Hindi	64,848	1,783
	132	108	Urdu	11,516	355
	370	..	Nepali	34,340	930
	17	7	Telugu	3,152	84
	5	..	Tibetan	508	18
	4	..	Gujarati	2,792	49
	12	1	Oriya	1,242	32
	1	..	Tamil	63	2
	18	..	Santhali	367	15
1963-64	599	188	Hindi	72,887	2,010
	205	104	Urdu	14,824	468
	385	..	Nepali	36,619	1,046
	17	8	Telugu	2,733	65
	5	..	Tibetan	829	21
	5	..	Gujarati	3,811	96
	14	1	Oriya	1,340	33
	1	1	Tamil	387	13
	8	..	Santhali	195	5
	1	..	Gurmukhi	41	1

1964-65	601	247	Hindi	79,363	2,108
	189	123	Urdu	13,790	429
	403	..	Nepali	37,659	1,080
	18	9	Telugu	3,766	77
	5	..	Tibetan	838	22
	5	..	Gujarati	1,191	26
	13	..	Oriya	1,315	34
	2	..	Tamil	426	12

## ANDHRA PRADESH

1962-63	1,068	1,125	Urdu	152,096	3,590
	57	90	Tamil	7,712	197
	33	39	Kannada	4,159	95



(1)	(2)	(3)	(4)	(5)	(6)	(7)
1963-64	64 182 25 3	86 150 29 11	Oriya Marathi Hindi Gujarati	6,588 8,541 7,021 922	159 301 166 28	
	1,102 81 59 110 161 34 4	1,139 20 39 236 129 33 13	Urdu Tamil Kannada Oriya Marathi Hindi Gujarati	156,603 10,377 6,746 10,813 6,913 7,492 1,276	3,764 185 157 202 299 196 31	
1964-65	887 32 3 39 110 28 4	1,298 36 19 95 153 85 5	Urdu Tamil Kannada Oriya Marathi Hindi Gujarati	153,765 6,302 1,051 4,314 8,532 9,727 1,012	3,689 175 35 95 279 205 35	
KERALA						
1962-63	33 4 142	182 .. 21	Tamil English Kannada	14,316 2,032 22,888	344 47 880	
1963-64	38 4 142	273 .. 11	Tamil English Kannada	17,259 2,065 24,463	368 60 805	

1964-65 . . . . . 4<sup>c</sup> 283 Tamil<sup>II</sup> • 17,070 433  
 14<sup>s</sup> II Kannada • 24,396 808

## MADRAS

1962-63 . . . . . 469 398 Telugu • 54,693 1,663  
 22<sup>i</sup> 67 Urdu • 31,620 385  
 43 16 Kannada • 3,790 82  
 3 1 Gujarati • 681 31  
 33 86<sup>i</sup> Malayalam • 30,127 943  
 5 1 Hindi • 1,171 35  
 1 1 Marathi • 50 4

1963-64 . . . . . 477 465 Telugu • 54,013 1,426  
 23<sup>i</sup> 81 Urdu • 33,848 949  
 43 16 Kannada • 3,827 82  
 3 5 Gujarati • 958 28  
 27 80<sup>s</sup> Malayalam • 28,178 881  
 3 5 Hindi • 1,048 39  
 1 1 Marathi • 41 3

1964-65 . . . . . 465 422 Telugu • 66,305 1,530  
 134 58 Urdu • 19,467 660  
 1 27 Kannada • 519 10  
 4 5 Gujarati • 1,345 44  
 34 87<sup>s</sup> Malayalam • 28,176 906  
 5 10 Hindi • 1,782 42

## MYSORE

1962-63 . . . . . 2,398 351 Urdu • 266,370 6,246  
 31 31 English • 6,976 227  
 216 21 Tamil • 58,971 1,383  
 70 24 Telugu • 13,649 260  
 6 6 Malayalam • 900 23  
 4 4 Gujarati • 770 27  
 83<sup>i</sup> 269 Marathi • 120,228 2,779  
 10 6 Hindi • 2,599 53

(1)	(2)	(3)	(4)	(5)	(6)	(7)
1963-64	.	.	.	.	.	.
	2,436	84	Urdu	245,883	6,874	
	39	..	English	10,057	316	
	227	..	Tamil	60,391	1,581	
	83	4	Telugu	16,581	436	
	9	..	Malayalam	959	25	
	5	..	Gujarati	791	24	
	850	250	Marathi	120,009	2,945	
	14	3	Hindi	1,667	50	
1964-65	Not furnished by State Government.					
1962-63	.	.	.	.	.	.
	20	1	Sindhi	3,922	119	
	11	..	Bengali	126	4	
	153	2	Marathi	10,902	189	
	19	..	Urdu	3,543	58	
1963-64	.	.	.	.	.	.
	42	1	Sindhi	19,703	515	
	1	..	Bengali	102	4	
	202	2	Marathi	20,704	521	
	57	..	Urdu	30,622	709	
	22	..	Hindi	10,540	276	
	7	*	English	2,031	41	
	*	*	Tamil	797	20	
	*	*	Telugu	67	2	
	*	*	Malayalam	240		
964-65	Not furnished by State Government.					

\*Not furnished by State Govt.



## MAHARASHTRA

1962-63	1,416	99	Urdu	234,715	6,346
	404	3	Gujarati	117,858	3,185
	234	..	Kannada	25,664	277
	418	19	Hindi	83,356	634
	80	2	Sindhi	23,455	694
	234	2	English	85,115	2,253
	61	1	Tamil	10,263	200
	94	3	Telugu	7,387	14
	9	..	Malayalam	740	4
	5	..	Bengali	507	20
	2	..	Iranian	141	..

1963-64	1,474	94	Urdu	254,882	6,883
	404	3	Gujarati	114,687	3,234
	243	1	Kannada	27,234	733
	414	19	Hindi	86,714	2,342
	81	2	Sindhi	36,433	712
	267	1	English	39,435	2,414
	60	..	Tamil	10,681	288
	84	4	Telugu	8,401	227
	9	..	Malayalam	728	20
	5	..	Bengali	497	14
	2	..	Iranian	148	4

1964-65 Not furnished by State Government.

## PUNJAB

1962-63	Not furnished by State Government.				
1963-64	Not furnished by State Government.				
1964-65	153	..	*Urdu	2,711	61
	2	..	*Nepali	209	2
	24	..	*Bhoti	429	27
					*Being taught as additional optional language subject.

(1)	(2)	(3)	(4)	(5)	(6)	(7)
RAJASTHAN						
1962-63	64	76	Urdu	6,340	140	
	70	46	Sindhi	8,762	401	
	2	..	Punjabi	440	9	
	2	..	Gujarati	73	2	
1963-64	69	100	Urdu	7,213	148	
	70	46	Sindhi	9,081	401	
	2	..	Punjabi	446	9	
	2	..	Gujarati	30	2	
1964-65	50	87	Urdu	9,921	155	
	69	123	Sindhi	8,490	358	
	4	..	Punjabi	862	11	
	1	..	Gujarati	28	1	
ANDAMAN AND NICOBAR ADMINISTRATION						
1962-63	51	1	Bengali	2,115	69	
1963-64	2	1	Tamil	118	3	
	7	3	Malayalam	682	19	
	4	..	Burmese	190	5	
	9	..	Nicobarese	805	14	
	..	1	Telugu	14	1	
1964-65	51	1	Bengali	2,731	80	
	2	2	Tamil	150	8	
	7	3	Malayalam	800	25	
	4	..	Burmese	195	4	
	22	..	Nicobarese	870	14	
	..	1	Telugu	54	..	

## DELHI ADMINISTRATION

1962-63	14	.	.	.	.	Urdu	3	.	.	.	.	4,444	126
	3	.	.	.	.	Sindhi	4	.	.	.	.	828	17
	4	.	.	.	.	Bengali	29	.	.	.	.	1,101	21
	3	.	.	.	.	Tamil	..	.	.	.	.	479	15
	5	.	.	.	.	Punjabi	..	.	.	.	.	1,962	46
	..	.	.	.	.	Marathi	5	.	.	.	.	124	5
1963-64	14	.	.	.	.	Urdu	4	.	.	.	.	5,347	124
	4	.	.	.	.	Sindhi	6	.	.	.	.	934	22
	9	.	.	.	.	Bengali	51	.	.	.	.	2,140	58
	4	.	.	.	.	Tamil	..	.	.	.	.	971	36
	6	.	.	.	.	Punjabi	3	.	.	.	.	2,501	57
	1	.	.	.	.	Marathi	5	.	.	.	.	105	5
	1	.	.	.	.	Malayalam	..	.	.	.	.	265	7
	1	.	.	.	.	Telugu	..	.	.	.	.	191	2
1964-65	17	.	.	.	.	Urdu	4	.	.	.	.	5,539	144
	9	.	.	.	.	Sindhi	6	.	.	.	.	1,140	27
	32	.	.	.	.	Bengali	22	.	.	.	.	2,818	72
	25	.	.	.	.	Tamil	..	.	.	.	.	1,735	50
	24	.	.	.	.	Punjabi	33	.	.	.	.	4,813	99
	1	.	.	.	.	Marathi	5	.	.	.	.	90	5
	3	.	.	.	.	Malayalam	..	.	.	.	.	236	8
	4	.	.	.	.	Telugu	..	.	.	.	.	110	5
	1	.	.	.	.	Kannada	1	.	.	.	.	27	1
	1	.	.	.	.	Gujarati	7	.	.	.	.	474	7

## GOA, DAMAN AND DIU

1962-63 } Not furnished by the Government.  
 1963-64 }

1964-65	117	.	.	.	.	English	126	.	.	.	.	20,022	171
	58	.	.	.	.	Konkani	42	.	.	.	.	5,645	33
	24	.	.	.	.	Urdu	..	.	.	.	.	1,630	38

(1)	(2)	(3)	(4)	(5)	(6)	(7)
-----	-----	-----	-----	-----	-----	-----

21	Portuguese	.	.	1,261	37	
1	Kannada	.	.	68	1	
32	Gujarati	.	.	5,633	78	
1	Hindi	.	.	7		

## MANIPUR

1962-63 } Not furnished by the Government.  
1963-64 }



1964-65	38	Bengali	.	1,826	97	
	8	Hindi	.	475	23	

# APPENDIX IX

## PRIMARY EDUCATION—Gists of complaints received from Linguistic Minorities in States

State	Linguistic Group	Gists of complaints	Remarks
		1	2
		3	4
Madhya Pradesh	Urdu	<p>(a) Notices of termination of services of teachers of Quaderiah Boys' Urdu Primary Schools, Burhanpur, served by the management of the school.</p> <p>(b) Demand for opening of an Urdu Primary School for girls at Ghaspura, Khandwa.</p>	<p>The Commissioner took up the issue with the Madhya Pradesh Government who have reported that the management has since withdrawn the notice and the teachers were being paid their salary regularly as before.</p> <p>The State Government have reported that in the current year there is no provision for opening new primary schools. Hence the demand will be considered during the next year.</p>
Uttar Pradesh	Urdu	<p>(a) Non-posting of Urdu teachers in Municipal primary schools at Varanasi and consequently the Urdu students are being deprived of receiving instruction through Urdu.</p>	<p>The matter has been referred to the Uttar Pradesh Government whose report is awaited.</p>
		<p>(b) It was complained that though majority of the students in the following primary schools in Lucknow district were Urdu-speakers, yet there were no facilities for teaching through Urdu medium there :—</p> <p>(i) Basic Primary Girls' School, Kakori.</p> <p>(ii) Primary School, Bargad Tala.</p>	<p>It has been noted from the report of the Deputy Inspectors of Urdu medium schools, that adequate facilities for teaching through Urdu did not exist in these institutions. The Uttar Pradesh Government have been addressed to initiate the action taken on this report to remove the difficulties of Urdu-speaking students.</p>



Uttar Pradesh—*contd.*

Urdu

- (iii) Primary school, Qila Maidan.  
 (iv) Primary School, Durgaganj.  
 (v) Primary School, Sikrauri.

(c) It was complained that in the Primary School, Talgaon, District Sitapur, though the mother-tongue of the pupils had been shown to be Urdu, yet the examinations for class V were conducted in Hindi by the headmaster of the school. The pupils were examined through Urdu medium up to class IV.

The matter has been referred to the State Government whose report is awaited.

Assam

Bengali

(a) Demand that the Railway authorities should lease out land and give financial aid to the primary school at Fakiragram, Goalpara district, imparting education to the children of Bengali and Hindi-speaking Railway employees.

The matter was taken up by the Commissioner with the Railway Board, who have stated that North-East Frontier Railway is taking necessary steps to put the non-railway schools at Fakiragram on a sounder footing and to obtain recognition from the Assam Government.

(b) Non-sanctioning of non-recurring grants and teachers for the Naba Bharat Pathshala, Golakganj, Goalpara district, some time back a meagre amount was sanctioned for constructing the building, but no contractor was available for doing the job within the sanctioned amount.

The matter has been referred to the State Government whose report is awaited.

(c) Inadequacy of teaching staff and accommodation in the Dazu Pathshala L.P. School, Gauripur, Goalpara district of Assam.

The matter has been referred to the State Government whose report is awaited.

The matter has been referred to the State Government whose report is awaited.

(d) Demand for opening of more Bengali medium primary schools at Dhubri, where Bengali-speakers are in majority.

Bishnupriya Manipuri (e) Demand for introduction of Bishnupriya Manipuri language as medium of instruction at the primary stage of education.

The matter was taken up with the State Government who have reported that from a survey it appears that the districtwise percentage of Bishnupriya-speaking people is about 1.09% of the total population of Cachar district according to the 1961 Census. The survey, however, reveals pre-dominance of Bishnupriya-speaking population in certain pockets justifying introduction of Bishnupriya Manipuri as the medium of instruction in 61 primary schools—5 in Hallakandi, 23 in Silchar and 33 in Karimganj sub-divisions of Cachar district. The whole issue is under the examination of the State Government as according to them certain administrative problems are connected with the demand.



Bihar . . . . . Urdu . . . . . This has been referred to the Bihar Government whose report is awaited.

(a) The Bihar State Education Code recommends appointment of an Urdu-knowing teacher in a school having a unit of 40 Urdu-speaking students. As this number is very high for schools in Saharsa district, the code may be amended so that a school having five or ten Urdu-speaking students may have at least one Urdu-knowing teacher.

This has been referred to the State Government whose report is awaited.

(b) The Sub-Inspector of Schools recommended one Urdu teacher each for Tribeniganj and Muharrampur Baghalli.

(1) (2) (3) (4)

This was also the recommendation of the District Planning Committee of Saharsa. But educational authorities of the district posted a Hindi teacher.

The State Government report on the issue awaited.

(c) I was complained that there was dearth of trained teachers in Urdu with the result that several primary schools in Muzaffarpur district were functioning without adequate number of Urdu trained teachers. For example, the cases of primary schools in the villages of Jamalabad, Karhauili, Ganyari, Nar-singpur, etc., were cited.

(d) It was complained that in the village Gausaghat, district Darbhanga, a private school was running with 50 students but in spite of repeated efforts no teacher was provided.

The State Government report on the issue is awaited.

(e) The medium of instruction in the primary school, Bankata village, district Singhbhum, has been Bengali since its establishment in 1938. It is apprehended that Hindi may be imposed as medium of instruction in their school by the educational authorities of the area.

Bihar . . . . . Urdu

Bengali . . . . .

- (a) Urdu teachers had not been provided in the following lower primary schools in Sundergarh district with the result that the education of Urdu-speaking children had been suffering :—(1) Rampur, P.S. Talsara; (2) Raspatra, P.S. Talsara; (3) Kanka, P. S. Hemgir; (4) Boneigarh, P.S. Boneigarh; (5) Phuljhar, P.S. Birmitrapur; and (6) Khatkulbahal, P. S. Rajganpur.

The District Inspector of Schools said that a Urdu teacher had since been provided in the Rampur Lower Primary School. With regard to other schools, he said that he would make an enquiry and take suitable action early. The matter has been referred to the Orissa Government whose report is awaited.

- (b) It was urged that there were scarcity of trained teachers in Urdu with the result that several posts of teachers at the primary stage of education were lying vacant. Some of the schools pointed out were (1) Vidyadharpur Basta, (2) Darada Basta, and (3) Jhaleswarpur in Jhaleswar P.S. in Balasore district.

The matter has been referred to the State Government whose report is awaited.

- (c) One post of Urdu teacher had been lying vacant for years in the Rajgangpur Urdu Primary School, Sundergarh district.

The State Government report on the issue is awaited.

- (d) It was complained that although there were about 50 students in the Mission Girls' Upper Primary School, Balasore, in classes I to V, yet there were no arrangements for imparting instruction through the medium of Bengali. Bengali was taught as a language subject only.

The State Government report on the issue is awaited.

West Bengal

Urdu

(a) It was complained that though the Sub-Inspector of Schools, Lalbagh, inspected the Wasfia Urdu Medium Free Primary School, Qutubpore, Murshidabad district on 2-9-65 and submitted his report to the District Inspector of Schools, yet West Bengal Government had not so far accorded recognition to the schools and the education of the students was suffering.

The matter has been referred to the West Bengal Government whose report is awaited.

(b) In the Adult Night School at Murshidabad there were no arrangements for imparting instruction through Urdu though about 200 applications of Urdu-speakers were received by the Headmaster when the school was established.

The State Government report on the issue is awaited.

Andhra Pradesh

Urdu

(a) Request for creation of an additional post of an Urdu Munshi in the Railway Primary School at Guntakal.

On investigation it was found that the demand was not justified. The number of students learning Urdu in the Primary School was 91. The Urdu teacher at present has to work for 28 periods in a week, which comes to 19 hrs. and 10 minutes per week. Under the Departmental Rules a teacher is required to work for a minimum of 18 hours per week. In the circumstances mentioned above there is no justification for creation of a second post of Urdu teacher in the Railway Primary School at Guntakal.

(b) Demand for rent free accommodation by the Block Development Officer, Kamareddy for opening of Urdu parallel classes III and IV in the Primary School, Kamareddy.

On investigation it was learnt that the general policy of the Government of Andhra Pradesh was not to sanction any non-recurring grant to the Zilla Parishads or local bodies and aided managements for meeting the expenditure on the purchase of equipment and rent for accommodation provided in connection with the opening of parallel sections either for children of linguistic minorities or others. The State Government, however, continue to meet the recurring expenditure involved on employment of the staff only.

(c) Demand for opening of Urdu parallel primary classes in the schools under the jurisdiction of the District Educational Officers of Mahboobnagar, Karimnagar, Cuddapah, Medak, Nizamabad and Nalgonda.

The matter has been referred to the State Government whose report is awaited.

(d) It was complained that the Oriya teachers were appointed in the primary schools in the Samithi areas of Sompetta, Tekkali, Ichapuram and Pathapatnam taluks of Srikakulam district, though there were Oriya sections in these schools.

The complaint was referred to the State Government whose report is awaited.

(e) It was represented that the allotment of Oriya Secondary Grade posts for Primary education was left to the Samithies but the Samithi authorities were restricting the allocation of Secondary Grade posts in Oriya Primary Schools.

Do.

Oriya . . .

(f) Most of the Oriya schools in Patha-pannam taluk were converted into bilingual schools or Telugu schools. In most of the remaining primary schools, teachers were not appointed depriving the Oriya children of receiving instruction in their mother-tongue.

Do.

(g) Non-appointment of Oriya teachers in 20 Primary schools in the villages under Mandasa Panchayat Samithi of Srikakulam district.

The complaint together with the list of 20 schools was referred to the State Government whose report is awaited.

(h) Non-supply of furniture to any of the Oriya Elementary Schools located in Mandasa.

The report of the State Government in the matter is awaited.

Kerala . . . . . Tamil

(a) Demand for upgrading of R.B. Goodam Government Lower Primary School, Palghat into an Upper Primary School.

The State Government informed that orders have been issued for upgrading the R.B. Goodam Government Lower Primary School, Palghat from the 1966-67 academic year.

(b) Complaint regarding dearth of Tamil trained teachers in the R.B. Goodam Government Lower Primary School, Palghat.

On investigation it was reported that against the sanctioned strength of 6 posts, five teachers were working in the school.

(c) Non-supply of teaching materials such as charts, maps, etc., in Tamil to the R. B. Goodam Government Lower Primary School, Palghat.

The Kerala Government reported that action was being taken to supply maps, charts, etc., in Tamil to the school during this year.

(d) Absence of facilities for instruction through the medium of Tamil to the Tamil tribal children in tribal schools

The Kerala Government reported that the tribal school at Edamalai is now defunct and they are shifting this to Anayiramkal

at Edamalai, Champakad and other tribal areas of Munnar.

Dam area. When the school starts functioning, Tamil teachers will be appointed. The State Government were also examining the suggestion of the Director of Harijan Welfare for changing the medium of instruction to Tamil in the Government Residential Basic School at Champakad.

- (e) Demand for instruction through Tamil medium in the tribal schools at Chin-nar, Idamalai, Champakad, Kalaar Petimudi in Devicolum taluk.

The Government of Kerala have reported that there are no Tamil students studying in these schools and the question of appointing Tamil teachers in these schools did not arise. Instructions, however, have been issued for the opening of registers for advance registration of the pupils belonging to linguistic minorities so that parallel divisions in Tamil could be opened in future wherever necessary.

- (f) Request for opening of Tamil medium parallel divisions in standards I to IV in the Victoria Government Lower Primary School, Chittur.

The Government of Kerala intimated that sanction was accorded for the opening of Tamil medium parallel division in Standard I from 1965-66 and in standards II to IV next year.

- (g) Request for revival of the closed down Hindustani Government Lower Primary School, Karipody for the benefit of Urdu students of the area.

The Kerala Government reported that the defunct Karipody Hindustani Government Lower Primary School, Kasaragode had been functioning with 'Kannada' as the medium of instruction and Urdu was taught as an additional language in this school. The strength of the pupils in the school during 1964-65 was very poor even though Urdu was taught in the school and was a financial liability to the Government. At the nearby A.L.P.S. Bekal, facilities exist for teaching of Urdu also. In the circumstances there is no justification for revival of the closed down Hindustani Government Lower Primary School, Karipody.



The Kerala Government communicated that orders were issued for the opening of a Kannada parallel division in standard I in the Government Upper Primary School, Kundangoli from 1965-66 and a Kannada teacher was appointed.

The Kerala Government assured that Kannada medium classes will be opened wherever there is a demand and there are requisite number of students.

On enquiry it was found that there was no such proposal to convert all the Telugu and Urdu schools. The people of Egdatham-patti submitted a mahazar petition to the Panchayat Union Council requesting conversion of the Urdu Elementary School in that village into a Tamil School, but this was negatived by the Panchayat Union Council.

The matter has been referred to the State Government whose report is awaited.

The matter was discussed by the Deputy Commissioner for Linguistic Minorities during his tour to Mysore State in May 1965 and the Assistant Education Officer was asked to take the initiative to find out whether any demand existed for opening of Gujarati medium school or section,

(h) Demand for opening of parallel division in Kannada in standard I of the Government Upper Primary School, Kundangoli.

(i) Complaint regarding opening of Malayalam parallel classes in Kannada schools and the apathy of authorities to open Kannada classes in Malayalam schools in Kasaragodetaluk.

(a) It was complained that there was a proposal to convert all Telugu and Urdu schools of Vepanapalli Firkka of Krishnagiri taluk into Tamil schools.

(b) Request for opening of Telugu sections in all the Tamil elementary schools in the neighbouring taluk of the present Dharamapuri district for imparting instruction in their mother-tongue.

(a) Non-availability of facilities for imparting education at the primary stage through the medium of Gujarati in Gulbarga town.

Kannada

Telugu

Gujarati

Madras

Mysore

The State Government reported that the Director of Public Instruction, Bangalore had permitted the District Educational Officer, Raichur to open Urdu classes as branch of the existing New Type Middle School, Mudgal from the academic year 1966-67 and to appoint an Urdu teacher to this branch school.

On investigation it was found that during 1964-65 there were 81 primary schools in the State imparting instruction through the medium of Sindhi. The allegation that Maharashtra Government have not made adequate provision for teaching of Sindhi language was reported to be incorrect.

The matter was referred to the State Government whose report is awaited.

—Do.—

Urdu . . . . . (b) Demand for opening of an Urdu school at Mudgal town, Raichur.

(a) Inadequate facilities for imparting instruction through the medium of Sindhi in the State at the Primary stage of education.

(b) It was complained by the Anjuman Taraqqi Urdu of Chandrapur district that admissions to Urdu-speaking children in the Urdu Primary School under the Nagarpalika, Chanda, were refused and the admitted Urdu students had been asked to go away as well. Request to the authorities of the Nagarpalika, Chanda, to admit more Urdu-speaking children to the said school and also to increase the number of Urdu teachers had not been conceded.

(c) Demand for appointment of an additional mistress in the Government Girls Primary School at Yeotmal.

1

2

3

4

(d) It was complained that the registers for advance registration of children belonging to linguistic minorities were not being maintained in some schools in Aurangabad district.

The matter was discussed by the Deputy Commissioner for Linguistic Minorities with the Deputy Director of Education who stated that if specific instances were brought to the notice he would take action. In the meantime, he would invite attention of the inspecting officers to the departmental instruction on the subject to ensure compliance.

(e) Demand for introduction of Marathi as Second Compulsory language in Urdu Primary Schools of the State from third standard.

The matter has been referred to the State Government whose report is awaited.

Kannada

(f)

Non-recognition of a number of voluntary Kannada Primary schools started in Akkalkot, South Sholapur taluk and Sholapur city by the Education Department of the State Government.

The matter has been referred to the State Government whose report is awaited

Rajasthan

Urdu

(a)

Question papers in Hindi were supplied to the students of primary classes whose medium of instruction was Urdu.

The matter was taken up with the Government of Rajasthan who have reported that in the primary schools where the students were taught through the medium of Urdu, question papers for the annual examinations of 1966 were supplied in Urdu. They have added that the complaints received in this connection during 1965 were examined and found to be incorrect. The State Government have also issued instructions in 1966 that in primary schools where the medium of instruction is Urdu question papers should be in the Urdu language.

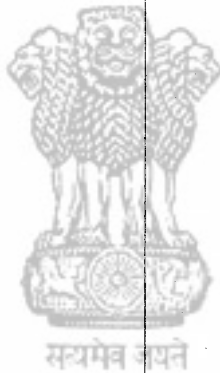
## Urdu

- (b) In spite of the demands being made by the guardians of the students for teaching through the medium of Urdu in Churu primary schools Nos. 2, 4, 6, 8 and 11, no arrangements were made to provide teachers in these schools and start teaching through Urdu.

The matter has been referred to the State Government whose report is awaited.

- (c) Inadequacy of Urdu teachers and furniture in the middle school at Bansī, Nagaur district.

The State Government have reported that in the middle school, Bansī, instruction is imparted through the medium of Urdu from classes I to V, and out of the 13 teachers in the school, five are Urdu knowing who teach the Urdu students. About the complaint regarding furniture the State Government have said that such shortage is being experienced by all schools, and due to paucity of funds it is not possible to give full quotas of furniture to schools.



## APPENDIX X

*Secondary Education Progress of implementation of agreed scheme of safeguards in States*

Agreed Safeguards		Extent of implementation	
(1)	(2)	(3)	
A. If the number of linguistic minority pupils is sufficient to justify a separate school in an area, the medium of instruction of such school may be the mother-tongue of the pupils. Government will provide similar facilities in all Government, municipal and district board schools where one-third of the total number of pupils of the school request for instruction through mother-tongue. The Government will also require aided schools to arrange for similar facilities (Provincial Education Minister's Conference, 1949 and Government of India Memorandum, 1956).	Madhya Pradesh Bihar Maharashtra	}	These State Governments have not agreed to lay down the minimum strength of linguistic minority pupils which would make it imperative to provide mother-tongue of media of instruction.
	Uttar Pradesh		
	Assam West Bengal Orissa	}	Orders accepting these recommendations in principle exist.
	Punjab		
	Andhra Pradesh Kerala Madras Mysore Gujarat	}	Facilities further relaxed on the basis of Southern Zonal Council decisions mentioned below under B.

B.(i) For providing mother-tongues as media of instruction, a minimum strength of 60 pupils in last four standard classes of Higher Secondary stage and 15 pupils in each such standard/class will be necessary provided that for the first four years a strength of 15 in each standard/class will be sufficient.	Madhya Pradesh Uttar Pradesh Bihar Maharashtra	These State Governments have not accepted the recommendation.
(Southern Zonal Council decisions accepted in principle by Chief Ministers' Conference, 1961).	Andhra Pradesh Assam Gujarat Kerala Madras Mysore Orissa Punjab Rajasthan West Bengal	
(ii) For providing mother-tongues as media of instruction at secondary stage, the languages used should be modern Indian Languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.	Madhya Pradesh Uttar Pradesh Assam Bihar Orissa West Bengal Andhra Pradesh	Orders exist for implementing the decisions.
(Chief Ministers' Conference decisions).		
		Facilities exist for instruction through Urdu, Marathi, Gujarati, Sindhi, Punjabi, Bengali and Telugu.
		Apart from Hindi which is the sole medium of instruction, there are a few Schools in the State with English as the medium.
		Recognised Hindi, Urdu, Bengali and English as the media of instruction. Tribal languages being not sufficiently developed, similar facilities in hill districts are limited up to middle school stage.
		Facilities exist for instruction through Urdu, Bengali, Oriya and Santhali.
		Facilities exist for instruction through Hindi, Telugu, Urdu and Bengali media.
		Recognised Hindi, Urdu, Nepali, Telugu, Gujarati and Oriya.
		Facilities exist for instruction through Urdu, Tamil, Kannada, Oriya, Marathi and Hindi.

(1)	(2)	(3)
<p>C. Facilities for English medium schools/sections as existed on 1-7-1958 should be ascertained and continued without change and children of linguistic minority groups should be assured of the availability of places in such sections. The State Governments are under no obligation to increase the facilities for instruction in English medium secondary schools in excess of the position existing on 1-7-1958 except in so far as the need therefor may arise as a result of future increase in the number of children of migratory parents.</p>	<p>Kerala . . .            Madras . . .            Mysore . . .            Gujarat . . .            Maharashtra . . .            Punjab . . .            Rajasthan . . .            Madhya Pradesh . . .            Uttar Pradesh . . .            Assam              Bihar . . .            Orissa . . .            West Bengal . . .            Gujarat . . .            Maharashtra . . .            Punjab . . .            Rajasthan . . .            Andhra Pradesh . . .            Kerala . . .            Madras . . .            Mysore . . .</p>	<p>Facilities exist for instruction through Tamil, English and Kananda media.</p> <p>Facilities exist for instruction through Telugu, Urdu, Kannada, Malayalam, Hindi and Gujarati.</p> <p>Facilities exist for instruction through Urdu, Marathi, Tamil, Telugu and Hindi.</p> <p>Facilities exist for instruction through Marathi, Hindi, Urdu, Sindhi and English.</p> <p>Facilities exist for instruction through Urdu, Gujarati, Hindi, English, Kannada, Tamil, Telugu, Bengali and Sindhi.</p> <p>Recognised Hindi, Punjabi and Urdu in specified areas.</p> <p>Facilities provided for instruction through Urdu and Sindhi.</p> <p>Accepted in principle and orders were issued to ascertain the position.</p>
	<p>}            }            }</p>	<p>The State Governments have neither indicated their acceptance of the decisions nor have issued orders on the subject so far.</p>
	<p>}            }            }</p>	<p>Orders have been issued with certain modifications to implement the decisions.</p>

D. The position in respect of pupils strength and school facilities including teachers as on 1-11-1986 in respect of separate schools and separate sections for linguistic minorities will be ascertained and continued without diminution but no reduction should be effected in any individual case except under specific orders of the Government applicable to that case.	Madhya Pradesh Andhra Pradesh Kerala Madras  Uttar Pradesh Assam Bihar Orissa West Bengal Mysore Gujarat Maharashtra Punjab Rajasthan	Orders for ascertaining the position have been issued.
E. Arrangements should be made for maintenance of advance registers of pupils desirous of receiving education through the media of their mother tongue.  (Commissioner's recommendation in his Fourth Report).	Madhya Pradesh Assam Bihar West Bengal Andhra Pradesh Kerala Madras Mysore Maharashtra Punjab Rajasthan Gujarat	The recommendation has been accepted for implementation.
Uttar Pradesh Orissa	No orders have been issued.	





(1)	(2)	(3)
F. The simplified Three-language Formula should be as follows :—		
(a) The regional language and mother-tongue when the latter is different from the regional language;	Madhya Pradesh	(i) Hindi; (ii) English; (iii) Sanskrit or any of the following languages : (1) Urdu, (2) Marathi, (3) Bengali, (4) Gujarati, (5) Tamil, (6) Telugu, (7) Punjabi, (8) Oriya, and (9) Sindhi.
(b) Hindi or, in Hindi-speaking areas, another Indian language; and	Uttar Pradesh	(i) Hindi; (ii) An Indian language other than Hindi as given in the Eighth Schedule of the Constitution; and Sindhi and Nepali; (iii) English or any other modern European language.
(c) English or any other modern European language (Decision of Chief Ministers' Conference, 1961).	Assam	(i) Mother-tongue; (ii) English; (iii) Hindi.
Bihar	.	(a) (i) Mother-tongue; or (ii) regional language; or (iii) a composite course of mother-tongue and a regional language; or (iv) a composite course of mother-tongue and a classical language; or (v) a composite course of a regional language and classical language.
.	.	(b) English or a modern European language.
(c) Hindi for non-Hindi speaking students and another Indian language for Hindi-speaking students provided it is not any one of the languages offered under group (a) above.	Orissa	(i) M.I.L. (Oriya, Hindi, Urdu, Telugu and Bengali) higher standard. (ii) English. (iii) (a) For students who take Oriya (Higher standard) as M.I.L. : 1. Sanskrit, 2. Hindi.

- (b) For students who take Hindi (Higher standard) as M.I.L. :  
1. Sanskrit, 2. Oriya (Lower standard).
- (c) For students who take languages other than Hindi or Oriya (Higher standard) as M.I.L. :  
1. Hindi (Lower standard) or Sanskrit or Persian, 2. Oriya (Lower standard).

#### West Bengal .

First language—Mother-tongue, which may be any recognised modern Indian language or English—in classes I to X or I to XI, as the case may be.

Second language—English or, if English be the first language, Bengali—in classes III to X or III to XI, as the case may be.

#### Third language—

- (a) Hindi, or if Hindi be the first language, Bengali—in classes V to VII of all schools ;
- (b) any one of the following classical languages, namely, Sanskrit, Arabic, Persian, Latin or Greek—
- (i) as a compulsory subject in classes VIII of all schools.
- (ii) as compulsory subject in classes IX and X of High Schools, and
- (iii) as one of the three compulsory elective subjects for the Humanities Course and as an optional fourth elective subject for any other course of study—in classes IX, X and XI of Higher Secondary Schools :

Provided that a student having Hindi as the first language may take up Bengali as the third language in lieu of a classical language and a student having a recognised modern Indian language other than Hindi or Bengali as the first language may take up either Hindi or Bengali as the third language in lieu of a classical language.

#### Andhra Pradesh .

- (a) Mother-tongue or Regional Language ;  
(b) Hindi ;  
(c) English.

#### Kerala .

- (a) First language —Part I (Optional)  
Part II (Optional).

(1)

(2)

(3)

*Under Part I*, a pupil can take any of the following languages, namely :—

Malayalam, Tamil, Kannada, Sanskrit, Arabic, Gujarati, Urdu, French or Syrian.

*Under Part II*, a pupil can take any of the following languages namely :—

Malayalam, Tamil, Kannada or special English for English medium pupils.

(b) Second language—English (Compulsory).

(c) Third language—Hindi (Compulsory).

NOTE.—In oriental schools, *i.e.*, special schools for languages such as Sanskrit or Arabic pupils will compulsorily take Sanskrit or Arabic under Part I and Part II.

**Madras . . .** Part I—Regional language or mother-tongue when the latter is different from the regional language.

Part II—Hindi or any other Indian language not included in Part I.

Part III—English or any other non-Indian language.

**Mysore . . .** First language— (a) Mother-tongue, or  
(b) Regional language if mother-tongue chosen is English.

Second language—Compulsory English

(1) Kannada for those who join the VIII standard.

(2) Those who come from some other States and join the IX or X standard are permitted to take up alternative English instead of Kannada.

Third language—Hindi,

**Maharashtra:**

(a) Western Maharashtra . (1) Regional language/Mother-tongue.

(2) English.

(3) Hindi.

(b) Marathawada . From classes V to X, the regional language is taught as the 1st language through the schools of Marathi medium on compulsory basis. For the non-regional pupils it is taught as 2nd language on compulsory basis.

(c) Vidharba . A student can offer as mother-tongue any of the following languages :—

(i) Hindi, (ii) Marathi, (iii) Urdu, (iv) Bengali, (v) Gujarati, (vi) Telugu, (vii) Tamil, (viii) Sindhi and (ix) English.

Under group A(b) Hindi is a compulsory subject, if it is not offered by him under Group A(a) as mother-tongue. In case Hindi is offered as mother-tongue under A(a), he has to offer one of the following languages as a second language :—

(1) Marathi, (2) Urdu, (3) Bengali, (4) Gujarati, (5) Telugu, (6) Tamil and (7) Sindhi.

Under group A(c), English is a compulsory subject, but those who offer English as mother-tongue under A(a) have to study one of the following Indian languages, provided it is not the one already offered under A(b) :

(1) Hindi, (2) Marathi, (3) Urdu, (4) Bengali, (5) Gujarati, (6) Telugu, (7) Tamil and (8) Sindhi.

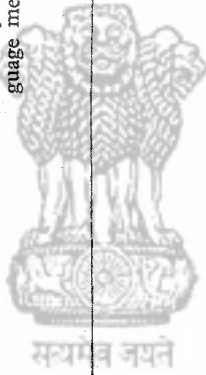
Gujarat . (1) Regional language or mother-tongue when the latter is different from regional language.

(2) Hindi.

(3) English or any other Modern European language.

(Mother-tongue of the pupils in English medium schools is taken to be English).

(1)	(2)	(3)
Punjab . . .	Under the Sachar and PEPSU language formula study of both Hindi and Punjabi is compulsory for girl pupils in classes VI to VIII and for boy pupils in classes VI to X. The study of English is compulsory from class VI onwards.	
Rajasthan	(i) Hindi ;	(ii) English ;
	(iii) Sanskrit ; or Tamil, Malayalam and Bengali in specified areas ; or only under specific orders of the Government, another language mentioned in the Eighth Schedule.	



## ANNEXURE XI

*Facility for instruction through the medium of minority language at the SECONDARY stage of education*

District	Year	No. of schools imparting instruction through the medium of minority language or teach language as language subject only	No. of separate classes or sections (not included in cols. 3 & 5) imparting instruction through medium of minority language or teach as language subject	No. of pupils studying in schools/ or sections included in cols. 3 and 5	No. of pupils studying in schools/ separate classes in cols. 4 & 6	No. of teachers employed for imparting instruction through minority language	No. of new schools opened during the year for imparting instruction through minority language included in cols. 3 & 4	Remarks			
		As medium	As language subject	As medium	As language subject	Schools	Pupils				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
MADHYA PRADESH											
Minority Language—URDU											
Central Zone											
Indore	1964-65	8	7	..	..	3032	1400	119	3	900	
Dhar	"	..	4	..	..	..	186	7	..	..	
Dewas	"	1	6	..	..	334	271	16	..	..	
Khargone	"	..	9	..	..	..	346	11	..	..	
Ujjain	"	3	5	..	..	2480	591	98	..	..	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Ratlam . . .	1964-65	..	7	..	..	..	307	9	..	..	..
Mandsaur . . .	"	..	3	..	..	..	167	6	..	..	..
Shajapur . . .	"	..	2	..	..	..	119	3	..	..	..
Gwalior . . .	"	..	..	..	18	..	175	6	..	..	..
Bhind . . .	"	..	..	..	2	..	3	1	..	..	..
Guna . . .	"	..	..	..	3	..	36	1	..	..	..
Bhopal (W) . . .	"	2	44	1	..	70	2672	104	4	37	..
Bhopal (E) . . .	"	1	24	..	..	55	818	36	5	366	..
Vidisha . . .	"	..	7	..	..	..	285	11	2	93	..
Rajgarh . . .	"	..	6	..	..	..	143	8	..	..	..
Hoshangabad . . .	"	..	..	..	9	..	56	3	..	..	..
Khandwa . . .	"	8	1	17	10	458	648	79	..	..	..
Chhindwara . . .	"	2	..	..	..	100	..	2	..	..	..
Narsimhapur . . .	"	..	..	..	2	..	30	2	..	..	..
Seoni . . .	"	..	..	..	6	..	139	3	..	..	..
Sagar . . .	"	1	..	..	..	300	..	10	..	..	..
Jabalpur . . .	"	3	..	..	..	1409	..	56	..	..	..
Raipur . . .	"	2	3	..	..	232	66	19	..	..	..
Blaspur . . .	"	..	1	..	..	..	67	1	..	..	..





(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<i>Minority language—GUJARATI</i>											
Indore . . .	1964-65	1	3	..	..	746	561	40	..	..	
Ujjain . . .	"	..	2	1	..	46	102	2	..	..	
Ratlam . . .	"	..	2	..	..	..	43	4	..	..	
Mandsaur . . .	"	..	1	..	..	..	69	1	..	..	
Raipur . . .	"	..	1	..	..	..	143	1	..	..	
Khandwa . . .	"	..	4	..	..	..	325	5	..	..	
<i>Minority language—BENGALI</i>											
Jabalpur . . .	"	..	1	..	..	..	43	*	..	..	* Teachers strength not given.
Bilaspur . . .	"	1	..	..	..	26	..	3	..	..	
<i>Minority language—SINDHI</i>											
Indore . . .	"	3	1	..	..	562	17	31	..	..	
Bhopal (W) . . .	"	..	6	..	..	..	1120	20	..	..	
Raipur . . .	"	..	1	..	..	..	58	3	..	..	
Dewas . . .	"	..	1	..	..	..	30	1	..	..	
<i>Minority language—PUNJABI</i>											
Indore . . .	"	..	1	..	..	..	329	2	..	..	
Jabalpur . . .	"	..	1	..	..	..	123	*	..	..	* Teachers strength not given.
Raipur . . .	"	..	1	..	..	..	52	1	..	..	

*Minority language—TELUGU*

Bilaspur . . . " " 1 .. .. 43 .. 3 ..

**UTTAR PRADESH**

*Minority language—URDU*

Dehradun . . . " " 1 .. .. 76 1 ..
Muzzafarpur . . . " " 2 .. .. 57 2 ..
Meerut . . . " " 16 .. .. 640 23 ..
Budaun . . . " " 5 .. .. 379 6 ..
Banda . . . " " 2 .. .. 69 3 ..
Hamirpur . . . " " 2 .. .. 287 3 ..
Nainital . . . " " 3 .. .. 58 2 ..
Almora . . . " " 1 .. .. 39 1 ..
Pratapgarh . . . " " 3 .. .. 170 3 ..
Sultanpur . . . " " 1 .. .. 256 5 ..
Saharanpur . . . " " 3 .. .. 233 5 ..
Moradabad . . . " " 63 .. .. 3690 92 ..
Bijnor . . . " " 25 .. .. 769 25 ..
Rampur . . . " " 23 .. .. 2275 24 ..
Ballia . . . " " 3 .. .. 136 3 ..
Bareilly . . . " " 13 .. .. 1484 13 1 50

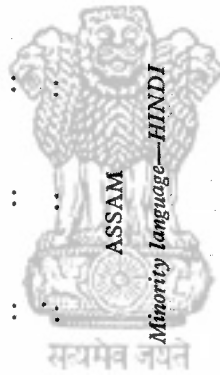
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Mainpuri	1964-65	..	5	..	..	..	60	5	..	..	..
Pilibhit	"	..	2	..	..	..	359	4	..	..	..
Varanasi	"	..	21	..	..	..	947	18	..	..	..
Ghazipur	"	..	9	..	..	..	936	19	..	..	..
Deoria	"	..	8	..	..	..	336	6	1	12	..
Basti	"	..	6	..	..	..	443	3	..	..	..
Unnao	"	..	14	..	..	..	359	9	..	..	..
Aligarh	"	3	..	..	5	1907	260	73	..	..	..
Etah	"	..	4	..	..	..	163	3	..	..	..
Fatehpur	"	..	3	..	..	..	288	3	..	..	..
Azamgarh	"	..	..	..	77	..	1158	26	..	..	..
Faizabad	"	..	28	..	..	..	1137	26	..	..	..
Bulandshahr	"	..	11	..	..	..	824	11	..	..	..
Etawah	"	..	1	..	..	..	126	1	..	..	..
Bahraich	"	..	14	..	..	..	600	14	..	..	..
Barabanki	"	..	11	..	..	..	2733	4	..	..	..
Gonda	"	..	10	..	48	..	947	11	..	..	..

*Minority language—BENGALI*

Meerut . . . . .	5	..	..	137	4	..
Nainital . . . . .	1	..	..	20	1	..
Varanasi . . . . .	3	..	..	1140	8	.

*Minority language—PUNJABI*

Dehradun . . . . .	2	..	..	458	4	..
Meerut . . . . .	12	..	..	254	12	..
Nainital . . . . .	1	..	..	47	1	..
Faizabad . . . . .	1	..	..	12	1	..



*Minority language—HINDI*

**Eastern Zone**

Kamrup . . . . .	10	..	..	1265	..	..	62	..	..
K. & J. Hills . . . . .	2	2	....	5	1047	586	35	..	..
Nowgong . . . . .	6	..	..	..	683	..	43	..	..
Cachar . . . . .	1	202	..	..	63	22782	210	13	1171
Sibsagar . . . . .	3	..	..	..	486	..	24	..	..
Lakhimpur . . . . .	13	..	3	..	2711	..	127	2	367
Darrang . . . . .	1	..	..	..	133	..	8	..	..
Goalpara . . . . .	1	..	..	..	72	..	4	..	..

*Minority language—BENGALI*

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Kamrup . . .	1964-65	21	1	..	..	9354	68	270	3	170	
K. & J. Hills . . .	"	14	2	7	..	5331	90	195	..	..	
Nowgong . . .	"	15	..	..	1	5309	69	177	3	319	
U.M. & N.C. Hills	"	7	..	2	..	962	..	62	..	..	
Cachar . . .	"	365	..	..	..	62427	..	2803	23	2983	
Sibsagar . . .	"	6	..	..	1	2538	8	65	..	..	
Lakhimpur . . .	"	23	..	5	..	10964	..	372	..	..	
Darrang . . .	"	7	..	..	..	3028	..	18	2	650	
Mizo . . .	"	1	..	..	..	13	..	3	..	..	
Goalpara . . .	"	10	..	31	..	6193	..	206	..	..	
Garò Hills . . .	"	5	..	3.	8	503	121	25	..	..	

*Minority language—URDU*

K. & J. Hills . . .	"	1	..	..	..	287	..	13	..	..	
---------------------	---	---	----	----	----	-----	----	----	----	----	--

*Minority language—ENGLISH*

U.M. & N.C. Hills	"	6	..	2	..	666	..	62	..	..	
-------------------	---	---	----	---	----	-----	----	----	----	----	--

*Minority language—MANIPURI*

Cachar . . .	"	2	3	..	..	149	478	9	2	149	
--------------	---	---	---	----	----	-----	-----	---	---	-----	--

*Minority language—KHASI*

K. & J. Hills	79	..	78	140	9498	6700	415	8	512
U.M. & N.C. Hills	1	..	..	..	29	..	4	..	..

*Minority language—GARO*

Kamrup	5	..	3	4	408	300	23	4	132
K. & J. Hills	1	..	3	4	113	94	8	..	..
Goalpara	13	..	6	8	1320	332	60	3	22
Garro Hills	44	..	6	29	4311	1177	213	6	295

*Minority language—NEPALI*

Kamrup	1	..	..	..	61	..	2	..	..
K. & J. Hills	3	..	3	..	320	278*	15	..	..
Lakhimpur	1	..	..	..	627	..	18	..	..
Mizo	1	..	..	..	101	..	4	..	..
Garro Hills	1	..	..	..	73	..	3	..	..

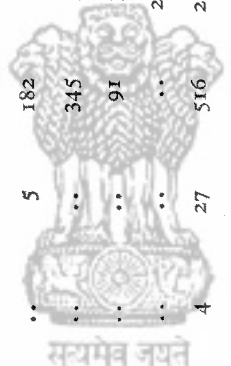
\*The number of language sub-sections not furnished.

*Minority language—LUSHAI*

Mizo	191	..	..	..	11253	..	715	24	938
------	-----	----	----	----	-------	----	-----	----	-----

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
BIHAR											
<i>Minority language—URDU</i>											
Patna . . .	1963-64	3	32	4	129	1295	1951	192	..	..	..
Gaya . . .	"	2	70	..	..	582	2538	127	..	..	..
Shahabad . . .	"	..	..	..	87	..	2558	58	..	..	..
Muzaffarpur . . .	"	23	..	..	61	842	1876	84	..	..	..
Saran . . .	"	..	47	..	282	..	2850	63	8	95	..
Darbhanga . . .	"	..	152	..	..	2280	..	152	..	..	..
Champaran . . .	"	..	3	..	44	..	1719	58	1	30	..
Bhagalpur . . .	"	4	115	..	..	1360	2327	154	5	512	..
Monghyr . . .	"	8	81	..	..	1217	2491	143	..	..	..
Purnea . . .	"	2	64	..	..	515	3601	130	..	..	..
Santhal Parganas . . .	"	1	23	..	..	52	1004	29	..	..	..
Saharsa . . .	"	..	..	..	100	..	513	30	..	..	..
Ranchi . . .	"	1	3	..	..	293	104	14	..	..	..
Hazaribagh . . .	"	4	34	..	..	958	1363	58	1	64	..
Palamau . . .	"	..	20	..	22	..	736	32	..	..	..
Singbhum . . .	"	1	11	3	3	1044	383	91	..	..	..
Dhanbad . . .	"	..	15	..	..	..	1719	26	..	..	..

## Minority Language—BENGALI



Patna	.	.	.	10	..	49	97	404	13	..	..
Gaya	.	.	.	2	..	..	..	125	2	..	..
Shahbad	.	.	.	..	..	1	..	11	1	..	..
Muzaffarpur	.	.	1	..	..	3	482	210	12	..	..
Saran	.	.	..	..	..	..	..	..	..	..	..
Darbhanga	.	.	..	5	..	..	106	..	5	..	..
Champaran	.	.	..	..	..	5	182	..	6	..	..
Bhagalpur	.	.	1	5	..	..	345	370	25	..	..
Monghyr	.	.	1	8	..	..	91	351	12	..	..
Purnea	.	.	..	25	..	..	..	2731	41	..	..
Santhal Parganas	.	.	3	34	4	27	516	2726	120	..	..
Saharsa	.	.	..	..	..	16	..	35	2	..	..
Ranchi	.	.	1	8	..	..	646	43	19	..	..
Hazaribagh	.	.	3	17	..	..	841	522	67	..	..
Palamau	.	.	..	3	..	3	..	96	5	..	..
Singbhum	.	.	16	20	22	40	3908	6371	228	..	..
Dhanbad	.	.	4	12	56	..	4789	1015	151	..	..

Figures for the year 1964-65—Not furnished by State Government.





## Minority Language—URDU

241 Puri . . . . .	7	..	..	176	6	..
H.A. Balasore . . . . .	2	..	4	182	48	10
— Sambalpur . . . . .	..	..	1	..	29	1
17 Sundargarh . . . . .	1	..	..	..	22	1
Cuttack . . . . .	1	18	..	905	365	36

## Minority Language—TELUGU

Ganjam . . . . .	2	..	9	5	1812	278	77	..
Puri . . . . .	..	..	1	..	..	130	4	..
Koraput . . . . .	..	..	3	..	..	118	5	..

Figures for the year 1964-65—Not furnished by the State Government.

## WEST BENGAL

## Minority Language—HINDI

Calcutta . . . . .	59	..	5	..	30169	1241	1329	..	..
24-Parganas . . . . .	17	..	3	..	3922	..	137	..	..
Howrah . . . . .	15	289	..	..	49472	..	469	..	..
Hoogly . . . . .	7	..	..	..	1705	..	71	..	..
Midnapore . . . . .	..	..	8	..	..	2651	93	1	148
Burdwan . . . . .	22	9	..	1	6627	31	263	..	..
Birbhum . . . . .	2	..	..	1	189	37	7	..	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Purulia . . .	1964-64	5	..	..	52	907	498	57	..	..	..
Jalpaiguri . . .	"	8	..	..	..	1581	..	57	..	..	..
West Dinajpur . . .	"	7	154	..	..	14243	..	167	..	..	..
<i>Minority language—URDU</i>											
Calcutta . . .	"	11	..	3	..	4179	209	154	..	..	..
24-Parganas . . .	"	2	..	2	3	480	250	18	..	..	..
Howrah . . .	"	2	..	..	..	602	..	14	..	..	..
Hooghly . . .	"	4	..	..	..	307	..	20	..	..	..
Burdwan . . .	"	2	4	..	2	718	175	36	..	..	..
Purulia . . .	"	..	..	..	21	..	169	8	..	..	..
West Dinajpur . . .	"	9	8	..	..	856	..	20	..	..	..
Darjeeling . . .	"	1	..	..	..	108	..	6	..	..	..
<i>Minority language—NEPALI</i>											
Darjeeling . . .	"	46	..	..	4	11872	242	400	2	322	..
<i>Minority language—TELUGU</i>											
Calcutta . . .	"	1	..	..	..	471	..	25	..	..	..
Midnapore . . .	"	2	..	..	..	1085	..	33	..	..	..

*Minority language—GUJARATI*

Calcutta . . . . .	4	..	..	2157	..	126	..	..
--------------------	---	----	----	------	----	-----	----	----

*Minority language—ORIYA*

Calcutta . . . . .	1	..	..	42	..	3	..	..
24-Parganas . . . . .	..	..	..	*87	..	4	..	..
Midnapore . . . . .	1	..	..	283	..	11	..	..

\*The number of schools not indicated.

*Minority language—TIBETAN*

Darjeeling . . . . .	2	..	..	55	..	2	..	..
----------------------	---	----	----	----	----	---	----	----

## ANDHRA PRADESH

*Minority language—URDU*

## Southern Zone

Srikulam . . . . .	..	..	..	..	47	2	..	..
Visakhapatnam . . . . .	1	..	1	88	32	6	1	88
East Godavari . . . . .	..	7	28	..	171	9	..	..
West Godavari . . . . .	8	16	16	320	32	11	..	..
Krishna . . . . .	1	..	11	244	532	25	..	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Guntur . . .	1964-65	1	..	..	7	183	886	18	..	..	..
Kurnool . . .	"	9	..	..	..	1243	..	45	..	..	..
Anantapu . . .	"	2	10	14	62	288	509	30	..	..	..
Cuddapah . . .	"	1	..	..	5	361	240	16	..	..	..
Nellore . . .	"	..	..	..	78	..	670	21	..	..	..
Chittoor . . .	"	..	..	..	22	184	..	4	..	..	..
Hyderabad City . . .	"	22	..	325	..	19463	..	715	..	..	..
Hyderabad Distt . . .	"	..	..	53	..	1004	..	45	..	..	..
Medak . . .	"	1	1	97	1	2196	..	101	..	..	..
Nizambad . . .	"	..	..	..	62	..	1849	81	..	..	..
Mahbubnagar . . .	"	20	1	76	6	2736	210	83	1	80	..
Nalgonda . . .	"	9	..	43	..	1110	..	40	..	..	..
Warangal . . .	"	9	..	42	..	2547	..	112	..	..	..
Khammam . . .	"	2	..	..	..	294	..	18	..	..	..
Karimnagar . . .	"	..	..	47	..	1195	..	63	..	..	..
Adilabad . . .	"	..	..	27	..	560	..	30	..	..	..
<i>Minority language—TAMIL</i>											
Chittoor . . .	"	..	..	46	9	917	322	48	..	..	..
Hyderabad Distt. . .	"	..	..	11	39	311	846	24	..	..	..

Hyderabad City . . . . . 6 . . . . . 161 . . . . . 7 . . . . .

*Minority Language—ORIYA*

Srikakulam . . . . . 11 17 9 16 1878 1620 56 . . . . .

*Minority Language—KANNADA*

Anantapur . . . . . 2 2 . . . . . 4 . . . . . 14 . . . . . 2 . . . . .  
 Mahbubnagar . . . . . 2 . . . . . 5 . . . . . 57 . . . . . 5 . . . . .  
 Hyderabad City . . . . . 2 . . . . . 3 . . . . . 473 . . . . . 14 . . . . .

*Minority Language—MARATHI*

Adilabad . . . . . 3 . . . . . 11 . . . . . 340 . . . . . 16 . . . . .  
 Mahbubnagar . . . . . 3 . . . . . 9 . . . . . 126 . . . . . 5 . . . . .  
 Nizamabad . . . . . 3 . . . . . 10 . . . . . 287 . . . . . 20 . . . . .  
 Hyderabad City . . . . . 4 . . . . . 32 . . . . . 1776 . . . . . 88 . . . . .

*Minority Language—HINDI*

Hyderabad City . . . . . 17 . . . . . 4 . . . . . 5092 . . . . . 200 . . . . .  
 Guntur . . . . . 3 . . . . . 144 . . . . . 56653 . . . . . 18 . . . . .

KERALA

*Minority Language—TAMIL*

Trivandrum . . . . . 1 . . . . . 34 . . . . . 1237 . . . . . 48 . . . . .  
 Kottayam . . . . . 3 . . . . . 37 . . . . . 1767 . . . . . 44 . . . . .

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Barnakulam	1964-65	..	..	3	..	14	..	2	..	..	..
Palghat	"	3	5	38	16	1209	617	45	..	..	..
<i>Minority Language—KANNADA</i>											
Cannanore	"	14	..	14	..	4927	..	187	..	..	..
<i>Minority Language—TELUGU</i>											
MADRAS											
Madras	1964-65	11	5	131	6	4158	1056	180	..	..	..
Chingleput	"	11	16	142	355	3761	2820	254	1	74	..
North Arcot	"	1	1	18	12	1862	980	58	..	..	..
Salem	"	11	11	79	41	3782	1516	122	4	687	..
<i>Minority Language—KANNADA</i>											
Nilgiris	"	1	..	1	..	37	..	1	..	..	..
<i>Minority Language—MALAYALAM</i>											
Madras	"	8	2	52	10	1307	598	9	..	..	..
Nilgiris	"	4	1	24	1	600	37	25	..	..	..
Kanyakumari	"	3	..	258	..	12818	16	501	..	..	..
Coimbatore	"	..	1	..	2	..	50	1	..	..	..

## Minority language—HINDI

Madras . . . . .	7	..	..	2175	301	92	..	..
Minority language—URDU								
Madras . . . . .	6	..	46	..	3391	254	121	..
North Arcot . . . . .	2	1	23	30	1672	1269	50	..
South Arcot . . . . .	..	16	..	2	..	223	2	..
Tanjaur . . . . .	1	..	6	..	189	..	9	..
Chingleput . . . . .	1	..	6	..	174	..	7	..

## Minority language—GUJARATI

Madras . . . . .	2	..	..	..	489	..	18	..
Coimbatore . . . . .	..	1	..	..	..	135	3	..

## MYSORE

## Minority language—URDU

Bangalore City. . . . .	..	35	..	..	..	2014	36	..
Bangalore . . . . .	..	15	..	..	..	762	15	..
Kolar . . . . .	..	28	..	..	..	1446	28	..
Tumkur . . . . .	..	13	..	..	..	610	13	..
Mysore Dist. . . . .	..	16	..	..	..	1644	16	..
Mandya . . . . .	..	6	..	..	..	405	6	..
Coorg . . . . .	..	..	..	..	..	..	..	..



(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
South Kanara .	1963-64	..	2	..	..	..	28	1	..	..	..
Chikmagalur .	"	..	4	..	..	..	103	4	..	..	..
Chitradurga .	"	..	11	..	..	..	512	10	..	..	..
Hassan Dist.	"	..	12	..	..	..	354	9	..	..	..
Shimoga .	"	..	10	..	..	..	525	10	..	..	..
Gulbarga .	"	3	..	58	..	2426	..	94	..	..	..
Raichur .	"	..	..	30	..	850	..	27	..	..	..
Bidar .	"	..	..	27	..	10	48	33	..	..	..
Bellary .	"	1	..	..	..	299	..	11	..	..	..
Belgaum .	"	5	5	..	..	980	109	25	1	50	..
Bijapur .	"	5	..	4	..	1238	..	43	2	98	..
Dharwar .	"	5	2	..	..	878	82	34	..	..	..
North Karwar	"	2	1	..	..	719	27	19	..	..	..

*Minority language—HINDI*

Bangalore City.	"	1	..	4	..	178	..	9	..	..	..
Bangalore	"	..	..	..	..	..	..	..	..	..	..
Mysore .	"	..	76	..	..	..	25432	70	..	..	..
Mandya .	"	..	40	..	..	..	10450	30	..	..	..

Coorg . . .	"	..	29	..	..	..	7809	24	..	..
South Kanara . .	"	..	109	..	..	..	28161	107	..	..
Gulbarga . . .	"	I	53	..	258	187	10343	70	..	..
Raichur . . .	"	I	33	..	125	324	5031	46	..	..
Bidar . . .	"	I	23	..	125	259	5005	27	..	..
Bellary . . .	"	..	36	..	96	..	3858	34	..	..
Bijapur . . .	"	I	..	..	..	56	..	3	..	..
Dharwar . . .	"	I	..	..	..	25	..	2	..	..
North Kanara . .	"	I	I	..	..	15	11	2	..	..
<i>Minority language—MARATHI</i>										
Bangalore City . .	"	..	6	..	8	..	55	5	..	..
Bangalore . . .	"	..	2	..	5	..	8	2	..	..
Belgaum . . .	"	29	6	143	..	13230	239	479	..	..
Bijapur . . .	"	I	3	11	..	843	273	38	..	..
Dharwar . . .	"	..	6	31	..	1013	366	64	..	..
North Kanara . .	"	I	10	43	..	1360	296	63	..	..
Gulbarga . . .	"	..	..	20	..	786	..	35	..	..
Bidar . . .	"	..	..	28	..	996	..	40	..	..
<i>Minority language—TAMIL</i>										
Bangalore City . .	"	..	45	..	..	..	5615	46	..	..
Bangalore . . .	"	..	5	..	..	..	164	5	1..	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Kolar . . .	1963-64	..	12	..	..	..	1714	12	..	..	..
Tumkur . . .	"	..	4	1	..	..	9	4	..	..	..
Mysore . . .	"	..	4	..	..	..	93	3	..	..	..
Mandya . . .	"	..	2	..	..	..	3	..	..	..	..
Bellary . . .	"	..	..	1	..	11	40	2	..	..	..
Hassan . . .	"	..	2	..	..	..	91	1	..	..	..
<i>Minority language—MALAYALAM</i>											
Bangalore City. . .	"	..	2	..	1	..	6	1	..	..	..
<i>Minority language—GUJARATI</i>											
Dharwar . . .	"	..	2	..	..	..	48	2	..	..	..
<i>Minority language—TELUGU</i>											
Bangalore City. . .	"	..	28	..	..	..	756	22	..	..	..
Bangalore . . .	"	..	3	..	..	..	55	3	..	..	..
Kolar . . .	"	..	5	..	..	..	217	5	..	..	..
Mysore . . .	"	..	2	..	..	..	3	..	..	..	..
Mandya . . .	"	..	1	..	..	..	1	..	..	..	..
Dharwar . . .	"	2	..	..	..	171	..	9	..	..	..

Gulbarga	.	.	..	3	..	81	..	6	..
Bellary	.	.	..	22	13	254	1675	14	..

## GUJARAT

## Western Zone

Districtwise figures for the year 1963-64 have not been included as incomplete figures were furnished by the State Government.

Figures for the year 1964-65—Not furnished by State Government.

\*Separate Figures in respect of cols. 4, 6 and 8 have not been Furnished.

## MAHARASHTRA\*

## Minority language—URDU

Gr. Bombay	.	1963-64	17	..	4	..	9306	..	372	..
Thana	.	"	3	..	..	..	1168	..	46	..
Kolaba	.	"	4	..	2	..	741	..	29	..
Ratnagiri	.	"	5	..	1	..	912	..	36	..
Nasik	.	"	5	..	..	..	1521	..	60	..
Dhulia	.	"	1	..	..	..	349	..	13	..
Jalgaon	.	"	3	..	..	..	504	..	20	..
Ahmednagar	.	"	2	..	..	..	1559	..	22	..
Poona	.	"	4	..	..	..	1614	..	64	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Sangli . . .	1963-64	1	..	..	..	146	..	6	..	..	..
Sholapur . . .	"	2	..	..	..	970	..	38	..	..	..
Buldhana . . .	"	5	..	4	..	1402	..	56	..	..	..
Akola . . .	"	6	..	7	..	2179	..	87	..	..	..
Amravati . . .	"	8	..	4	..	17	93	71	..	..	..
Yectmal . . .	"	3	..	2	..	661	..	26	..	..	..
Nagpur . . .	"	9	..	2	..	2890	..	115	..	..	..
Bhandara . . .	"	..	..	1	..	135	..	5	..	..	..
Wardha . . .	"	..	..	1	..	176	..	7	..	..	..
Aurangabad . . .	"	2	..	17	..	3722	..	148	..	..	..
Parbhani . . .	"	..	..	7	..	1295	..	52	..	..	..
Bhir . . .	"	..	..	5	..	697	..	28	..	..	..
Nanded . . .	"	1	..	8	..	1226	..	49	..	..	..
Osmanabad . . .	"	..	..	3	..	628	..	25	..	..	..

*Minority Language—GUJARATI*

Bombay . . .	1963-64	103	..	31	..	70177	..	2807	..	..	..
Thana . . .	"	4	..	6	..	3037	..	121	..	..	..

Kolaba . . . . .	1	..	..	51	..	2	..	..
Nasik . . . . .	1	..	..	632	..	25	..	..
Dhulia . . . . .	1	..	2	806	..	32	..	..
Poona . . . . .	3	..	..	2260	..	90	..	..
Satara . . . . .	..	..	1	23	..	1	..	..
Sangli . . . . .	1	..	..	183	..	7	..	..
Kolhapur . . . . .	1	..	..	200	..	8	..	..
Akola . . . . .	..	..	1	379	..	15	..	..
Nagpur . . . . .	..	..	1	538	..	21	..	..
Bhandara . . . . .	1	..	3	311	..	12	..	..
Parbhani . . . . .	..	..	1	24	..	1	..	..

Minority language—ENGLISH

Gr. Bombay . . . . .	133	..	32	79372	..	3175	..	..
Thana . . . . .	7	..	..	3438	..	137	..	..
Kolaba . . . . .	..	..	1	34	..	1	..	..
Nasik . . . . .	6	..	1	2013	..	80	..	..
Jalgaon . . . . .	1	..	..	445	..	18	..	..
Ahmednagar . . . . .	1	..	..	348	..	14	..	..
Poona . . . . .	24	..	2	9116	..	365	..	..
Satara . . . . .	7	..	2	1427	..	57	..	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Sangli . . .	1963-64	1	..	..	..	16	..	1	..	..	
Sholapur . . .	"	1	..	..	..	344	..	14	..	..	
Kolhapur . . .	"	1	..	..	..	416	..	17	..	..	
Buldhana . . .	"	..	..	1	..	40	..	12	..	..	
Amravati . . .	"	4	..	7	..	1005	..	40	..	..	
Ycetmal . . .	"	..	..	1	..	41	..	2	..	..	
Wardha . . .	"	..	..	4	..	194	..	8	..	..	
Nagpur . . .	"	2	..	26	..	6416	..	257	..	..	
Bhandara . . .	"	..	..	1	..	*	..	*	..	..	* Figures not indicated.
Chandrapur . . .	"	..	..	1	..	28	..	1	..	..	
Aurangabad . . .	"	1	..	1	..	952	..	38	..	..	
Bhir . . .	"	..	..	1	..	132	..	5	..	..	
Nanded . . .	"	..	..	1	..	43	..	2	..	..	
<i>Minority Language—HINDI</i>											
Gr. Bombay . . .	"	18	..	16	..	16118	..	645	..	..	
Thana . . .	"	5	..	..	..	793	..	30	..	..	
Nasik . . .	"	3	..	1	..	602	..	23	..	..	
Jalgaon . . .	"	3	..	..	..	909	..	36	..	..	

Ahmednagar	"	"	1	504	..	..	20	..	..
Poona	"	6	1	3343	..	..	34	..	..
Sholapur	"	2	..	258	..	..	10	..	..
Buldhana	"	1	..	589	..	..	23	..	..
Akola	"	4	2	2288	..	..	91	..	..
Yeotmal	"	2	..	3227	..	..	129	..	..
Wardha	"	2	8	380	..	..	15	..	..
Nagpur	"	14	34	2489	..	..	99	..	..
Bhandara	"	3	8	13082	..	..	483	..	..
Chandrapur	"	4	..	3799	..	..	152	..	..
Aurangabad	"	2	2	507	..	..	20	..	..
Parbhani	"	..	1	922	..	..	37	..	..
Nanded	"	2	..	594	..	..	24	..	..
Osmanabad	"	..	1	323	..	..	13	..	..

Minority language—SINDHI

Gr. Bombay	"	11	5	6912	..	..	276	..	..
Thana	"	8	..	6632	..	..	265	..	..
Nasik	"	2	..	698	..	..	28	..	..
Poona	"	2	1	1496	..	..	60	..	..



(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<i>Minority language—KANNADA</i>											
Gr. Bombay	1963-64	11	..	3	..	5909	..	196	..	..	..
Poona	"	1	..	..	..	94	..	4	..	..	..
Sangli	"	1	..	2	..	241	..	10	..	..	..
Sholapur	"	..	..	6	..	1015	..	41	..	..	..
Osmanabad	"	1	..	..	..	76	..	3	..	..	..
<i>Minority language—TAMIL</i>											
Poona	"	..	..	1	..	334	..	13	..	..	..
<i>Minority language—TELUGU</i>											
Chandrapur	"	..	..	2	..	84	..	3	..	..	..
Nanded	"	..	..	1	..	111	..	4	..	..	..
<i>Minority language—BENGALI</i>											
Gr. Bombay	"	2	..	..	..	220	..	8	..	..	..
Nagpur	"	..	..	1	..	212	..	8	..	..	..
PUNJAB:—Not furnished by State Government											
RAJASTHAN											
<i>Minority language—URDU</i>											
Nagaur	1964-65	..	6	..	5	265	..	11	..	..	..
Jaipur	"	..	1	..	12	..	384	5	..	..	..

Northern Zone

Sikar	.	.	.	5	5	19	19	565	565	32	..	..
Jhunjhunu	.	.	.	..	4	..	..	..	191	4	..	..
Udaipur	.	.	.	..	4	..	16	..	708	9	1	72

*Minority language—SINDHI*

Sirohi	.	.	.	1	..	..	..	..	38	..	..	..
Jaipur	.	.	.	..	2	..	11	..	536	6	..	..
Ajmer	.	.	.	..	7	..	31	..	2286	24	..	..
Udaipur	.	.	.	..	1	..	3	..	51	2	..	..
Bhilwara	.	.	.	..	2	..	2	..	263	5	1	85

*Minority language—PUNJABI*

Ganganagar	.	.	.	..	11	..	..	..	1690	17	2	92
Jaipur	.	.	.	..	1	..	7	..	338	2	..	..

*Minority language—GUJARATI*

Sirohi	.	.	.	..	1	..	..	..	38	2	..	..
--------	---	---	---	----	---	----	----	----	----	---	----	----

DELHI

*Minority language—URDU*

Delhi	.	.	.	1964-65	4	..	..	2503	120	104	1	..
-------	---	---	---	---------	---	----	----	------	-----	-----	---	----

*Minority language—SINDHI*

"	.	.	.	"	8	..	..	521	115	25	2	..
---	---	---	---	---	---	----	----	-----	-----	----	---	----

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
						<i>Minority language—TAMIL</i>						
Delhi	.	.	1964-65	23	1	..	..	587	51	6	1	..
"	.	.	"	40	3	2	..	1541	659	92	5	..
						<i>Minority language—BENGALI</i>						
						<i>Minority language—PUNJABI</i>						
"	.	.	"	9	5	33	33	4292	2401	172	18	..
						<i>Minority language—TELUGU</i>						
"	.	.	"	3	..	..	..	125	..	2	..	..
						<i>Minority language—GUJARATI</i>						
"	.	.	"	..	1	..	..	..	216	..	1	..
						GOA, DAMAN & DIU						
						<i>Minority language—MARATHI</i>						
Goa, Daman & Diu	.	.	"	18	..	..	..	2014	..	149	..	..
						<i>Minority language—URDU</i>						
"	.	.	"	3	..	..	..	119	..	18	..	..
						<i>Minority language—GUJARATI</i>						
"	.	.	"	1	..	..	..	153	..	5	..	..

# ANDAMAN & NICOBAR ISLANDS

Nil Information.

## MANIPUR

*Minority language—BENGALI*

Manipur	.	.	4	..	..	736	30	..	..	..
---------	---	---	---	----	----	-----	----	----	----	----

*Minority language—HINDI*

"	.	.	7	..	..	592	50	..	..	..
---	---	---	---	----	----	-----	----	----	----	----



सत्यमेव जयते

# APPENDIX XII

## *Facilities for Instruction in the mother tongue of linguistic minorities at the secondary stage of Education*

Year	Name of minority language in which instruction is provided	Number of schools imparting instruction thro' the medium of minority language or teach language as language subject only		Number of separate classes or sections not included in cols. 3 and 4		Number of pupils studying in schools/ in schools/ in separate classes or sections of minority language or included in cols. 4 & 5		Number of pupils studying in schools/ in schools/ in separate classes or sections of minority language or included in cols. 4 & 5	Number of teachers employed for imparting instruction through minority language	Remarks
		As medium	As language subject	As medium	As language subject	As medium	As language subject			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
<b>Central Zone</b>										
<b>MADHYA PRADESH</b>										
1962-63	Urdu	23	124	17	42	7906	7516	602		
	Marathi	33	30	28	90	10083	7311	582		
	Gujarati	1	8	1	..	305	444	19		
	Sindhi	3	..	..	..	460	1194	82		
	Bengali	1	..	..	..	202	..	8		
	Punjabi	..	3	..	..	..	287	5		
1963-64	Urdu	28	122	17	48	7962	8026	579		
	Marathi	40	30	40	74	9945	6137	523		
	Gujarati	1	13	1	..	321	1094	38		
	Sindhi	3	8	..	..	565	1116	55		
	Bengali	1	1	..	..	27	199	11		
	Punjabi	3	..	..	..	411	..	..		

\*Figures pertain to 39 districts only.

1964-65.	Urdu . . . . .	31	132	18	52	9470	8465	611
	Marathi . . . . .	59	32	46	86	13821	6191	715
	Gujarati . . . . .	1	13	1	..	792	1243	53
	Sindhi . . . . .	3	9	..	..	562	1225	49
	Bengali . . . . .	1	1	..	..	26	43	3
	Punjabi . . . . .	3	..	..	..	504	..	3
	Telugu . . . . .	1	..	..	..	43	..	3

## UTTAR PRADESH

1962-63 . . . . .	Urdu . . . . .	3	272	..	212	1417	25074	469
	Bengali . . . . .	..	5	..	..	..	536	8
	Punjabi . . . . .	..	9	..	..	..	1482	17
	Gujarati . . . . .	..	1	..	..	..	151	2
	Sindhi . . . . .	..	3	..	..	..	586	5
1963-64 . . . . .	Urdu . . . . .	3	381	..	312	2065	31162	643
	Bengali . . . . .	..	7	..	3	..	597	10
	Punjabi . . . . .	..	12	..	..	..	2436	30
	Gujarati . . . . .	..	2	..	..	..	169	3
	Sindhi . . . . .	..	3	..	..	..	482	4
*1964-65 . . . . .	Urdu . . . . .	3	313	..	134	1907	22294	427
	Bengali . . . . .	..	18	..	..	..	1899	25
	Punjabi . . . . .	..	7	..	..	..	169	6

## ASSAM

## Eastern Zone

1962-63 . . . . .	Bengali . . . . .	395	3	7	..	89098	148	3735
	Garos . . . . .	61	1	..	..	6795	271	368
	Hindi . . . . .	30	..	..	..	5682	..	242
	Nepali . . . . .	8	2	..	..	1329	185	47
	Khasi . . . . .	94	22	30	..	11320	3920	528
	Urdu . . . . .	1	..	..	..	243	..	16
	Lushai/Mizo . . . . .	135	9	..	..	8601	1991	511
	Manipuri . . . . .	..	3	..	..	..	412	3
	English . . . . .	15	..	..	..	2679	..	145

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1963-64 . . .	Bengali . . . Garos . . . Hindi . . . Nepali . . . Khasi . . . Urdu . . . Lushai/Mizo . . . Manipuri . . . English . . .	443 50 36 7 72 1 177 6	3 .. 197 .. .. .. 3 ..	46 18 3 3 72 .. .. ..	10 45 5 4 132 .. .. ..	96089 5265 6037 1104 9025 284 9807 .. 559	350 1875 20783 266 4620 .. .. 473 ..	3982 260 473 44 367 13 608 3 54	
1964-65 . . .	Bengali . . . Garos . . . Hindi . . . Nepali . . . Khasi . . . Urdu . . . Lushai/Mizo . . . Manipuri . . . English . . .	474 63 37 7 80 1 191 2 6	3 .. 204 .. .. .. 3 ..	48 18 3 3 78 .. .. 2	10 45 5 .. 140 .. .. ..	106622 6152 6460 1182 9527 2 87 11253 149 666	356 1903 23368 278 6700 .. .. 478 ..	4196 304 510 42 419 13 715 9 62	
BIHAR									
1962-63 . . .	Urdu . . . Bengali . . .	47 32	647 141	7 82	717 144	9430 11717	31813 12047	1357 712	
1963-64 . . .	Urdu . . . Bengali . . .	49 30	670 144	7 82	728 144	10436 12003	26733 15010	1441 709	
1964-65 . . .	Not furnished by State Government.								
ORISSA									
1962-63 . . .	Hindi . . . Telugu . . .	6 3	14 9	19 7	8 13	1901 1981	1577 594	79 103	

1963-64	Urdu	.	.	3	18	..	5	1074	262	52
	Bengali	.	.	1	5	2	6	186	424	19
	Hindi	.	.	6	15	10	30	1556	1218	89
	Telugu	.	.	2	4	9	5	1812	526	86
	Urdu	.	.	3	26	..	5	1087	640	44
	Bengali	.	.	1	7	2	6	140	627	28

1964-65 . . . Not furnished by State Government.

## WEST BENGAL

1962-63	Hindi	.	.	116	401	7	52	50060	23959	1781
	Urdu	.	.	30	8	6	24	6759	862	286
	Nepali	.	.	44	..	..	..	8873	223	384
	Telugu	.	.	3	..	..	..	2009	..	52
	Gujarati	.	.	3	..	..	..	1936	..	57
	Oriya	.	.	3	..	..	..	307	..	16
	Tibetan	.	.	1	..	..	..	8	..	2
1963-64	Hindi	.	.	130	463	14	52	93153	1607	2313
	Urdu	.	.	32	8	14	24	6947	901	230
	Nepali	.	.	44	..	..	4	10904	235	388
	Telugu	.	.	3	..	..	..	1473	..	35
	Gujarati	.	.	4	..	..	..	2157	..	126
	Oriya	.	.	3	..	..	..	333	..	16
	Tibetan	.	.	2	..	..	..	53	..	2

1964-65	Hindi	.	.	142	452	16	54	109715	4458	2650
	Urdu	.	.	31	12	5	26	7250	803	276
	Nepali	.	.	46	..	..	4	11872	242	400
	Telugu	.	.	3	..	..	..	1556	..	58
	Gujarati	.	.	4	..	..	..	2157	..	126
	Oriya	.	.	2	..	..	..	412	..	18
	Tibetan	.	.	2	..	..	..	55	..	2



(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
-----	-----	-----	-----	-----	-----	-----	-----	-----	------

# ANDHRA PRADESH

## Southern Zone

1962-63	Urdu Tamil Kannada Oriya Marathi Hindi	71 2 10 .. 19 14	49 7 5 1 6 20	385 52 10 17 69 19	225 8 .. 24 3 297	26736 1923 1253 390 4590 3811	6812 485 288 318 987 16698	1299 93 71 25 221 268
1963-64	Urdu Tamil Kannada Oriya Marathi Hindi	90 2 26 1 18 14	55 6 4 20 5 34	541 42 11 .. 81 26	297 37 .. 14 2 405	32257 1449 1108 919 2726 2318	5949 2069 275 769 734 21008	1379 76 86 23 160 279
1964-65	Urdu Tamil Kannada Oriya Marathi Hindi	86 .. 4 11 7 17	29 .. 2 17 .. ..	740 63 8 9 52 44	299 48 4 16 10 144	33976 1389 530 1877 2242 5092	5178 1168 14 1620 287 56653	1475 79 21 56 129 218

## KERALA

1962-63	Tamil English Kannada	7 6 14	8 .. ..	112 .. 14	73 .. ..	3831 1799 4616	1888 .. ..	139 72 187
1963-64	Tamil English	8 6	8 ..	114 ..	51 ..	4104 1900	1587 ..	143 88

\*Not furnished.

1964-65	Kannada	14	..	14	..	4703	..	198
	Tamil	9	8	112	50	4227	1233	139
	*English	14	..	14	..	4927	..	187
	Kannada							

## MADRAS

1962-63	Telugu	28	68	249	178	8756	7300	670
	Urdu	7	5	63	63	3577	1681	150
	Kannada	2	1	4	1	129	34	12
	Malayalam	6	1	491	1	13371	334	561
	Hindi	3	41	8	28	3511	2833	85
	Gujarati	2	2	16	7	842	586	25
	Arabic	..	1	..	3	..	55	1
	Persian	..	1	..	4	..	19	1
1963-64	Telugu	30	68	253	209	12757	7282	553
	Urdu	11	4	64	43	4211	1455	155
	Kannada	2	..	4	1	168	35	8
	Malayalam	3	1	491	1	14946	328	558
	Hindi	3	41	24	28	891	9390	108
	Gujarati	2	2	18	7	990	622	30
	Arabic	..	1	..	3	..	149	1
	Persian	..	1	..	4	..	21	1
1964-65	Telugu	34	33	370	414	13563	6372	614
	Urdu	10	17	81	32	5426	1746	189
	Kannada	1	..	1	..	37	..	1
	Malayalam	15	4	334	13	14775	651	536
	Hindi	7	..	..	..	2175	301	92
	Gujarati	2	1	..	..	489	135	21

## MYSORE

1962-63	Urdu	34	139	77	..	5765	6442	347
	Tamil	1	61	7	..	98	6193	65

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1963-64	Telugu .	6	25	15	13	629	1301	34	
	Marathi	42	35	276	3	16742	1162	673	
	Gujarati	..	2	..	..	..	29	2	
	Malayalam	..	1	..	..	..	2	1	
	Hindi	4	194	6	561	307	21849	280	
	Urdu	21	160	119	..	7360	8669	434	
	Tamil	..	74	1	..	11	7729	73	
	Telugu	2	39	25	13	506	2707	59	
	Marathi	31	33	276	13	18228	1237	726	
	Gujarati	..	2	..	..	..	48	2	
	Malayalam	..	2	..	..	..	6	1	
	Hindi	7	400	4	604	1944	96100	424	

1964-65—Incomplete figures furnished by State Government.

#### Western Zone

1962-63 } Incomplete figures furnished by State Government.

1963-64 }

1964-65 —Not furnished by State Government.

#### MAHARASHTRA

1962-63	Urdu	80	..	64	..	31731	..	1269	
	Gujarati	114	..	45	..	83683	..	3347	
	Kannada	10	..	14	..	380	..	229	
	Hindi	74	..	78	..	46472	..	1859	
	Sindhi	26	..	5	..	15743	..	630	

1963-64	English	190	..	63	100622	..	4025
	Tamil	..	..	1	222	..	15
	Bengali	1	..	2	..	..	8
	Telugu	..	..	3	210	..	..
	Urdu	81	..	68	34594	..	1378
	Gujarati	115	..	46	78621	..	3142
	Kannada	14	..	11	6335	..	254
	Hindi	71	..	75	49897	..	1992
	Sindhi	23	..	6	15738	..	629
	English	209	..	82	105820	..	4234
	Tamil	..	..	1	334	..	13
	Bengali	3	..	1	432	..	16
	Telugu	..	..	3	195	..	7

## Northern Zone

1962-63 } Not furnished by the State Government.

1963-64 }

1964-65 Information nil.



## RAJASTHAN

1962-63	Urdu	28	..	15	2535	56
	Sindhi	18	..	56	5153	90
	Punjabi	10	..	..	791	18
	Gujarati	2	..	..	73	2
	Urdu	27	..	14	2780	56
	Sindhi	18	..	57	5508	90
	Punjabi	10	..	..	310	18
	Gujarati	2	..	..	73	2

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1964-65	Urdu . . . . .	5	20	19	52	830	1848	59	
	Sindhi . . . . .	1	12	..	47	..	3174	37	
	Punjabi . . . . .	..	12	..	7	..	2028	19	
	Gujarati . . . . .	..	1	..	..	..	38	2	
DELHI ADMINISTRATION									
1962-63	Urdu . . . . .	4	1	..	..	2272	16	97	
	Sindhi . . . . .	2	1	..	..	480	116	20	
	Tamil . . . . .	..	1	..	..	..	187	2	
	Bengali . . . . .	1	2	..	..	226	78	11	
	Punjabi . . . . .	..	6	1	7	771	586	38	
1963-64	Urdu . . . . .	4	1	..	..	2501	12	107	
	Sindhi . . . . .	3	1	..	..	506	115	24	
	Tamil . . . . .	1	1	..	..	290	51	20	
	Bengali . . . . .	5	3	..	7	763	494	34	
	Punjabi . . . . .	6	6	..	14	3382	969	142	
	Telugu . . . . .	1	..	..	..	191	..	2	
1964-65	Urdu . . . . .	4	1	..	..	2503	12	105	
	Sindhi . . . . .	8	1	..	..	521	115	27	
	Tamil . . . . .	23	1	..	..	587	51	7	
	Bengali . . . . .	40	3	2	..	1541	659	97	
	Punjabi . . . . .	9	5	33	33	4292	2401	190	
	Telugu . . . . .	3	..	..	..	125	..	2	
	Gujarati . . . . .	..	1	..	..	..	216	1	

GOA, DAMAN AND DIU

1962-63 } Not furnished by the Government.  
 1963-64 }

1964-65	Marathi	.	.	18	..	..	2014	..	149
	Urdu	.	.	3	..	..	119	..	18
	Gujarati	.	.	1	..	..	153	..	5

## MANIPUR

1962-63 } Not furnished by the Government.

1963-64 }

1964-65	Bengali	.	.	4	..	..	736	..	30
	Hindi	.	.	7	..	..	592	..	50



# APPENDIX XIII

## SECONDARY EDUCATION : Gists of Complaints received from linguistic minorities in States

State	Linguistic Group	Gists of complaints	Remarks
(1)	(2)	(3)	(4)
Madhya Pradesh	Urdu	(a) Demands for sanction of equipments grants for the Urdu Boys' Higher Secondary School, Khandwa.	The Madhya Pradesh Government have reported that the plan ceiling fixed for 1964-65 and 1965-66 was so tight that no provision for building and equipment grant for any educational institution in the State could be made in the plan budget of the Education Department. As such no grant on this account could be given during 1964-65 or 1965-66 to any institution including the Urdu Boys' Higher Secondary School, Khandwa.
		(b) Demand for arrangement of refresher course for Urdu and Marathi teachers in the Basic Training College Institute, Burhanpur.	The State Government reported in November, 1965 that the Short-term training course for Urdu and Marathi primary teachers was proposed to be arranged in this institution from the next session which would commence from 1st December, 1965.
		(c) Complaint about reduction in maintenance grants-in-aid to the Quaderia Boys' Higher Secondary School, Burhanpur.	The State Government of Madhya Pradesh have reported that a grant of Rs. 39,669/- was sanctioned to this school on 30-3-1965 for that year 1964-65 on ad-hoc basis without examining the proposal as the financial year was about to close. Later on the State Government decided to finalise the cases of such schools in the



year 1965-66 as per unified grants-in-aid rules. On examining the proposal of this school it was found that the management had claimed expenditure on extra staff which was not admissible under the rules. Therefore, final grant of Rs. 35,060/- was sanctioned as re-assessed grant for 1964-65, which was also to hold good for the year 1965-66.

- (d) Complaint against threatened withdrawal of recognition and discontinuance of grant-in-aid to the Quaderia Higher Secondary School, Burhanpur.

Madhya Pradesh Government stated that on receipt of a complaint about non-payment of the salary to the staff and because of non-compliance of instruction issued by the Director of Public Instruction, a warning was given to the management of the institution. As a result of this it has been reported that the pay is being paid regularly. The question of withdrawal of recognition and discontinuance of grants did not arise.

Uttar Pradesh

Urdu

- (e) Formerly, only those candidates were selected as Urdu teachers who had passed examinations in both Hindi and Urdu and a few teachers were also sent every year for Urdu training. The practice appears to have been discontinued, resulting in scarcity of Urdu teachers. It was suggested that some percentage of seats be allotted for Urdu teachers and Urdu training.

The State Government intimated that the selection to the H.T.C. Training was made strictly according to merit. Neither reservation of seats for Urdu-knowing teachers nor a preferential treatment for them had been prescribed. They added that there was no provision under the existing rules for training of teachers in Urdu. Teachers were selected for training on the basis of merit irrespective of the fact whether they knew Urdu or not, and therefore the question of fixing a percentage for Urdu teachers did not arise. According to the procedure Urdu-knowing teachers could be automatically selected, without any reservation for them.



(2)

(2)

(3)

(4)

Uttar Pradesh—*contd.*

Urdu

It was complained that though the examination of class VIII was nearing, no Urdu text-book was prescribed for students who started reading Urdu from class VI.

The State Government have said that the students who have not read Urdu in primary classes but wish to read it in the Junior High School stage may read Urdu Basic Reader Part I & II in class VI, Part III in class VII and Part IV in class VIII. This has also been notified in the Uttar Pradesh Gazette Part IV dated 23-5-64 and 10-7-64.

(c) It was alleged that the principal of the S. R. Higher Secondary School, Basantpur Dhosi, Deoria district, did not allow two Urdu students of the school to offer Urdu in class XI, although Urdu subject was included in the subjects recognised by the school.

The State Government have said that in the eleventh class of this school there were only two students who were desirous of learning Urdu as an optional subject. But they did not mention Urdu as a subject in their application forms for admission. The applicants offered Hindi, English, History Civics and Economics and they appeared at the two terminal examinations of 1965-66 in these five subjects. According to the existing orders, arrangements for teaching of Urdu in the Higher Secondary and Inter classes are to be made if at least five students in a class demand in writing for teaching the subject and therefore, facilities for teaching Urdu to two students only could not be provided.

Assam

Bengali.

(a) The Government Higher Secondary School, Dhubri, had Bengali as medium of instruction upto 1953, but the medium was suddenly changed into Assamese without consulting the guardians of the students. This resulted in hardships to those students

The matter has been referred to the Assam Government whose reported is awaited.

whose mother-tongue was Bengali and they had to leave the school. Even now the Government Higher Secondary School had no arrangements for teaching through Bengali.

(b) The medium of instruction of the Fakiragram High School, Bhubri, Goalpara district, was changed from Bengali to Assamese in 1961 though even now in classes VII to X of that school there were 100 Bengali-speaking students. There was not a single teacher to teach Bengali language even.

The matter has been taken up with the State Government whose report is awaited.

(c) There were about 700 Bengali-speaking students in classes IV to VIII of the Nava Bharat M.E. School, Golokganj, Goalpara district, but in spite of repeated requests, the school had not been recognised.

The State Government report on the issue is awaited.

(d) A student of class VIII in a Bengali medium school (S.P. Higher Secondary School, Dhubri) is to take five languages besides his usual subjects.

The matter has been referred to the State Government whose report is awaited.

Nepali

(e) Though Nepali had been recognised as one of the modern languages up to the degree stage, yet in spite of repeated requests, Nepali has not been recognised by the educational authorities of Assam as a major language at the Higher Secondary stage of education.

The State Government have referred the issue to the Board of Secondary Education, Assam, for their views.

(1)

(2)

(3)

(4)

Assam—contd.

Manipuri

(f) Demand for recognition of Goalper Manipuri medium M. E. School, Jaffirband, Cachar dist.

The matter has been referred to the State Government whose report is awaited.

Bihar

Urdu

(a) The Simra Middle School at Gopalpur Sub-Division in Saran district, was started as Urdu school in 1925. Though about 200 students were studying there through the medium of Urdu yet the number of teachers had been reduced from five to two only.

During his tour of Bihar in 1966, the Assistant Commissioner for Linguistic Minorities discussed the matter with the Regional Deputy Director of Education, Muzaffarpur, who agreed to look into the matter and take suitable action. Further report from the State Government is awaited.

(b) The Secretary, Abeda High School, Muzaffarpur urged that the managing committee of the school, which catered to the needs of Urdu-speakers, should not be disturbed by including Government nominees into that Committee.

The Sub-Divisional Officer (Education) said that this school had already been declared a linguistic minority institution and hence their own managing committee would continue.

(c) The Saharsa District Planning Committee recommended setting up an Urdu Middle School at Saharsa from January 1966, but no action had been taken by the educational authorities for opening the same.

The Sub-Divisional Officer (Education) said that necessary orders in this connexion and for posting of teachers had already been issued by the education authorities of the district.

Bengali .  
Oriya .  
Urdu .

(d) It was complained that the question papers for the Middle School examinations introduced from 1965 and conducted by the Board of Examinations, Patna, were not available in Bengali, Oriya and Urdu with the result that the students who answered the ques-

The Bihar Government are of the view that since Hindi is being taught from class IV onwards, the students of linguistic minorities also acquire sufficient proficiency to understand the language of the question papers by the time they reach class VII and therefore, it is not necessary to print

tion papers through the media of these languages were handicapped and put to severe hardship.

the question papers in different languages. However, for the facility of the students of the linguistic minorities, the State Government have decided that the question papers should be gone into with a view to simplifying their language and if there is any difficult word, its equivalent in minority language should be indicated in brackets.

Bengali . . .

- (e) The Committee of Kapasara Bengali Boys' Upper Primary School, P.O. Chirkunda, Dhanbad district, complained that education of students were being neglected in the school.

The State Government have said that the complaints against the headmaster of the school were enquired into and were to be baseless. Out of the four teachers posted in this school, three were Bengali-knowing teachers who could properly teach the Bengali boys in the school.

- (f) The Honorary Secretary, Sakchi Higher Secondary School, Jamshedpur, complained that due to late receipt of sanctioning memos, the grants could not be drawn before 31-3-1965 and hence the grants lapsed.

The matter has been referred to the State Government whose report is awaited.

- (g) Demand for the affiliation of Sakchi Higher Secondary School, Jamshedpur, to the Board of Secondary Education, West Bengal.

The matter was discussed with the Bihar Government by the Assistant Commissioner during his visit to Patna in February 1966. The Deputy Secretary, Political (Special), said that the question of affiliation of the school to an outside body did not arise at all because the school had been getting all the facilities as well as grants from the State Government.

(4)

(3)

(2)

(1)

Bihar—*contd.*

Bengali

(h) About 20 students each in classes VIII to XI of the Kishanganj Higher Secondary School, Purnea district (Government-aided) were desirous of having instruction through Bengali, their mother-tongue, but there was no arrangement for imparting instruction to them through Bengali medium in the school.

The District Education Officer, Purnea, agreed to look into the matter. Further report from the State Government is awaited.

Punjabi

(i) Complaints about alleged interference in the administration of the Guru Nanak U. P. School, Mango, Jamshedpur, run by a linguistic minority.

The Bihar Government have stated that the school was established in 1957 by the Gurudwara Committee and was recognised by the State Government in 1961. Four units of teachers were given to the school and the teachers already appointed by the Gurudwara Committee were retained against those four sanctioned units. Of the four teachers, two are Hindi-knowing and two Punjabi-knowing. It appears that the headmaster along with the other three teachers, started teaching the boys in a separate building near the compound of the Gurudwara. The headmaster has been asked to hold classes in the compound of the Gurudwara. The Secretary of the School has been informed and has been requested to arrange for a building for the school.

Urdu

(a) In view of the limited number of Urdu language subject seats available in the Balasore Zilla High School, it was demanded that arrangements for teaching Urdu should also be made at least in the town High School at Balasore.

The Orissa Government's report on the issue is awaited.

Orissa

## West Bengal

Urdu

- (a) Insufficient number of Urdu teachers in Science and Mathematics in the Nawab Bahadur's Institution at Murshidabad.

The matter has been referred to the West Bengal Government whose report is awaited.

- (b) There was dearth of Urdu books, charts, maps etc. in the Nawab Bahadur's Institution, Murshidabad.

The State Government report on the issue is awaited.

## Andhra Pradesh

Kannada

- (a) Request for evaluation of Teachers' Certificate Higher Grade and Teachers' Certificate Lower Grade of Mysore State as equivalent to Secondary Grade and Higher Grade Teachers' Training Certificates of Andhra Pradesh.

The State Government informed that they had evaluated the 'Higher Grade' Training Certificate of Mysore State as equivalent to that of Secondary Grade and Senior Basic Grade T.S.L.C. of Andhra Pradesh for the purpose of assessing grant and for appointment as teachers in the State.

Urdu

- (b) Request for appointment of an Urdu Munshi for the Railway High School at Guntakal.

The matter was taken up with the Railway Board who had informed that a post of Urdu Munshi had been created for the Railway High School at Guntakal.

- (c) In spite of State Government order to the Zilla Parishads to open Urdu parallel classes/sections wherever necessary without asking for donation from the public, the local bodies insist on donations from the public for opening Urdu parallel classes/sections.

A reference was made to the Andhra Pradesh Government. The general policy of the State Government was not to sanction any non-recurring grant to the Zilla Parishads or local bodies and added managements for meeting the expenditure on the purchase of equipment and rent for accommodation provided in connection with the opening of next higher classes in the complete High Schools, or parallel sections run for the purposes in Urdu, Tamil, etc. languages either for children of linguistic minorities or others. The Government, however, will continue to meet the recurring expenditure involved on employment of the staff.

(1)	(2)	(3)	(4)
Andhra Pradesh— <i>contd.</i>			
Urdu		(d) Demand for opening of Urdu parallel classes in Secondary schools under the jurisdictions of the District Educational Officers of Mahboobnagar, Karimnagar, Cuddapah, Medak, Nizamabad and Nalgonda.	The matter has been referred to the Andhra Pradesh Government whose report is awaited.
		(e) Demand for opening of Urdu parallel class VIII in the Zilla Parishad High School, Sirpur.	—Do. —
		(f) Request for upgrading of the Cuddapah Municipal Urdu Middle School for Girls into High School.	The Andhra Pradesh Government have permitted the upgrading of the Municipal Urdu Middle School for Girls, Cuddapah, into High School by opening old IX class and new VIII class during the year 1966-67.
		(g) Request for opening of an Urdu High School at Hindupur during the year 1966-67 and continuation of the Urdu parallel section existing in the High Secondary School till the Urdu High Elementary School is converted into a High School.	The matter has been referred to the Andhra Pradesh Government whose report is awaited.
		(h) To eliminate the delays in opening of Urdu medium classes and simplify the rule and procedure for the same.	The Andhra Pradesh Government reported that in order to eliminate the delay in opening parallel sections for children of linguistic minorities, the power of opening of parallel sections and additional sections have been given to the District Education Officers. These Officers would

examine the proposals received from the managements of Schools (Zilla Parishads, Municipal Commissioner, private managements) and issue orders wherever the conditions laid down by the Department were fulfilled.

- (i) Steps should be taken to appoint Urdu teachers at the time of opening of Urdu medium classes.



The Government of Andhra Pradesh informed that the posts of School assistants were filled up as per requirements of the schools. Wherever Urdu classes were opened, Urdu knowing hands were posted. The District Educational Officers were now competent to fill up the posts of Rs. 130—250 and below. Necessary instruction would be issued by the State Government to all the District Educational Officers to fill up the vacancies of teachers in such schools.

- (i) To make satisfactory arrangements for the training of Urdu teachers.

The Andhra Pradesh Government informed that the question of arrangements for the training of Urdu teachers would be examined while fixing the number of sections in the State during this year.

- (k) Request for making appropriate arrangements for proper inspection of Urdu medium schools and classes.

The Andhra Pradesh Government reported that the following inspecting staff had been appointed in the Andhra region :—

1. Deputy Inspector of Schools, Urdu Range, Visakhapatnam to look after the Urdu schools situated at Visakhapatnam and Srikakulam districts.



(4)

(3)

(2)

(1)

Andhra Pradesh—contd.

Urdu

2. Deputy Inspector of Schools, Urdu Range, Kakinada to look after the Urdu schools situated in the two Godavari districts.

3. Deputy Inspectors of Schools, Urdu Range, Vijayawada (exclusively for Krishna distt.)

4. Deputy Inspectors of Schools, Urdu Range, Guntur and Bapatla (two inspecting officers were provided keeping in view the comparatively larger number of schools in Guntur District).

5. Dy. Inspector of Schools, Urdu Range, Nellore.

6. Dy. Inspector of Schools, Urdu Range, Kurnool.

7. Dy. Inspector of Schools, Urdu Range, Anantapur.

8. Dy. Inspector of Schools, Urdu Range, Chittoor.

9. Dy. Inspector of Schools, Urdu Range, Cuddapah.

In addition, one post of Junior Deputy Inspector of Schools, Urdu Range, had been provided in Guntur, Kurnool and Cuddapah districts (attached to the respective Deputy Inspector Officers, Urdu). These officers were expected to assist the District Educational Officers in their respective districts in the inspection of Urdu Secondary



Schools and classes. With regard to Telengana, they reported that most of the inspecting officers knew Urdu.

- (l) To make arrangements for the preparation and publication of Urdu Text books either under the Nationalisation Scheme or otherwise.

The preparation and publication of mathematics text books for classes III to VII (Urdu) and Social Studies texts for classes IV to VII (Urdu) have already been taken up by the State Government under the Scheme of Nationalisation of text books. The General Science text books for classes IV to VII in Urdu will be taken up soon after the completion of manuscripts in General Science texts for classes IV to VII in English medium now under preparation.

Oriya



- (m) Request for extension of services to Grade I Oriya Pandits beyond 60 years to overcome the dearth of Oriya teachers.

The Andhra Pradesh Government have informed that the proposals for the re-employment of Oriya Pandits beyond the age of 60 years in Secondary Schools in Srikakulam would be considered when they were received from Zilla Parishad, Srikakulam.

- (n) Request for appointment of a senior Oriya Pandit in Sompeta High School.

The matter has been referred to the State Government whose report is awaited.

- (o) Request for opening of parallel Oriya Sections in VI to IX classes and appointment of requisite number of Oriya teachers in such parallel sections in the Secondary School at Tekkali.

--Do. --

(1)

(2)

(3)

(4)

**Andhra Pradesh—contd.**

. Oriya

(p) Non-appointment of Grade II Oriya Pandits in the Zilla Parishad High Schools at Siripuram, Palasa, Mandasa, Kassibugga and Zilla Parishad Girls' High School at Tekkali, though Oriya Pandit's post exist in the schools.

The matter has been referred to the State Government whose report is awaited.

(q) It was complained that no Inspecting Officers have been appointed to inspect and assess Oriya work in schools of the State.

The Andhra Pradesh Government have informed that the Inspecting Officers posted in the border areas generally know Oriya. The State Government is not in favour of creating the posts of Inspecting Officers exclusively for purposes of inspection of the schools situated in these areas.

(r) In spite of State Government orders the text-books and syllabi prescribed in Orissa State, are not being followed in Andhra Pradesh.

The Andhra Pradesh Government communicated that the Oriya first language text-books prescribed in Orissa are being adopted in the State with necessary adjustment so as to suit the syllabi. The Text-book Committee of the State Government recommended that while adopting the books of other States, the syllabi of the schools of the State should be kept in view by the heads of the schools concerned to maintain uniformity.

(s) It was complained that maps and flash cards in Oriya were not being printed and supplied by Education Department to Oriya Schools of the State.

The matter has been referred to the State Government whose report is awaited.

—Do. —

(r) It was alleged that in the Zilla Parishad High School, Kasibugga there were (i) no Oriya teachers to teach non-language subjects, (2) no separate Oriya sections, and (3) no facilities for answering tests in the non-language subject texts and practicals in Oriya language.

—Do. —

(u) The State Government should make arrangements for getting Oriya teachers from Orissa State by allowing such teachers to draw the scales of pay prevalent in Orissa State.

—Do. —

(v) Oriya candidates deputed from Andhra Pradesh for Secondary and Elementary training courses in Orissa State should be absorbed after completion of their courses and the bonds executed by such candidates be enforced.

—Do. —

(w) Request to increase the number of seats for deputation of Oriya candidates for teachers training in Orissa State.

—Do. —

(x) Non-opening of separate sections in Oriya in the higher standards of the High Schools at Patapatname for the benefit of Oriya students.

—Do. —

(y) Non-availability of Oriya teachers in the Bhatili Zilla Parishad High School, Chappara High School for teaching Oriya as the second language in these schools.

(1)	(2)	(3)	(4)
Andhra Pradesh— <i>contd.</i>	Oriya		
		(z) Request for provision of two Oriya Pandits each in the High Schools and Higher Secondary Schools at Tekkali and teachers and Oriya Pandits in the Girls' High School, Tekkali.	The matter has been referred to the State Government whose report is awaited.
		(aa) Absence of separate Oriya sections for Oriya students studying in the High School at Tekkali.	—Do. —
		(ab) It was complained that text-books and question papers were supplied to Oriya students in Telugu language.	—Do. —
		(ac) Demand for establishing of an Oriya High School at Mandasa.	The Andhra Pradesh Government on investigation reported that the present strength of the Oriya students in the various classes (lower and higher) did not warrant establishment of a separate Oriya High School at Mandasa. However, the management of the school will endeavour to do their utmost to provide all facilities to Oriya pupils.
		(ad) The strength of Oriya pupils warranted opening of separate sections in the Zilla Parishad High School, Somepeta, but no such sections in the higher forms in the school had been opened.	The matter has been referred to the State Government whose report is awaited.
		(ae) The Oriya Samaj, Somepeta, complained that the opening of Oriya sections was being neglected on the plea that Oriya Graduates were not available, but no arrangements were being made to appoint graduates even after receiving applications from qualified hands.	—Do. —

The Andhra Pradesh Government on investigation reported that the present strength of the Oriya students in the various classes (lower and higher) did not warrant establishment of a separate Oriya High School at Mandasa. However, the management of the school will endeavour to do their utmost to provide all facilities to Oriya pupils.

(af) There is not even a single Oriya book in the Library of the High School at Sompet although library fees were being collected from the Oriya students regularly.

—Do.—

(ag) It was complained that seats for Oriya candidates were not provided in any of the Secondary Training Schools of the State.

—Do.—

(ah) It was complained that Oriya speakers in the State were not being allowed to sit in the Rashtrabhasha Examinations conducted by the Dakshina Bharat Hindi Pracharaka Sabha thus depriving the Oriya from learning the Rashtrabhasha.

—Do.—

(ai) Provisional certificates issued to Secondary and Higher trained teachers from Orissa were not recognised. Such teachers are not paid higher salaries and their names are not included in the panel for appointments, in the State.

—Do.—

(aj) Basic and First aid training imparted in the course of studies of Secondary and Higher training teachers' courses in Orissa are not recognised in Andhra Pradesh and such teachers are asked to undergo further training in the same subjects.

—Do.—

(1)	(2)	(3)	(4)
Andhra Pradesh— <i>contd.</i>			
	Oriya	(ak) It was complained that B.Ed. Oriya teachers in the Schools of Ichapuram, and Bathili were not allowed to draw B.Ed. trained scales of pay but were kept in the scales of untrained teachers.	The matter has been referred to the State Government whose report is awaited.
(al)	Non-appointment of Oriya Pandits and handling of Oriya classes by a Secondary Grade Oriya teacher in place of two Oriya Pandits in the High Schools at Baruva, Gopilli, Kasibugga, Mukhalingam, Salma, Kaviti and Laxshmrashmepeta.		Ditto.
(am)	Non-appointment of Grade I Pandits in the High Schools at Baithulli and Patapatnam.		Ditto.
(an)	Request for establishing of a High School or a Middle School at Manikypuram for the benefit of large number of Oriya children residing in the area.		Ditto.
(ao)	Arrangements may be made by the State Government to train teachers in Oriya within the State itself.		Ditto.
(ap)	Parallel sections be opened in the Higher forms of the Zilla Parishad High Schools where Oriya students are in adequate strength. It was mentioned that there are about 200 students in the Oriya classes of the S.R.S.M.Z.P. High School, Mandasa and a fair number in the Z.P. High School, Sompetta.		Ditto.

(a) Non-availability of Kannada text-books and teachers in the State.

The Kerala Government have informed that arrangements have been made to print Kannada text books for the Kasaragode area. There have been no complaints of delay or non-availability of text-books. The State Government reported that there was some difficulty in getting the required number of Kannada teachers. However, it is hoped that the position will improve since the Kasaragode College has started turning out Graduates. The State Education Department is also formulating special steps by which sufficient number of teachers can be recruited and trained.

(b) It was alleged that persons ignorant of Kannada language were being appointed as Headmasters in the High Schools of Kasaragode area where the medium of instruction in these schools is Kannada.

The Kerala Government informed that the Education Department is taking steps in the light of G.O. dated 30-8-1965 under which only officers possessing requisite language qualifications would be considered for the posts of Headmaster in areas where predominant language is Kannada or Tamil.

(c) Request for appointment of a Kannada-knowing Assistant Education Officers in Kasaragode taluk.

The Kerala Government intimated that in the two Educational Sub-districts where Kannada was the medium of instruction, Kannada-knowing persons are working as Assistant Educational Officers.

(d) Request for appointment of a Kannada knowing man as Headmaster of the B.E.M. High School, Kasaragode in place of the Headmaster who is due to retire.

The State Government reported that the B.M.E. High School, Kasaragode was an aided one and as per rules, the senior-most among the qualified High School teachers would be promoted as Headmaster.



(1)

(2)

(3)

(4)

Kerala—contd.

Tamil . . .

(e) It was complained that though the total strength of trained teachers in the Munnar High School was 34 (including Graduates and under-Graduates), sufficient Tamil trained teachers were not being appointed in the school.

(f) Request for appointment of Degree holders in Tamil as Tamil teachers in the High Schools and Tamil Vidwan title holders in the Upper Primary Schools.

(g) Request for appointment of Tamil-knowing Hindi Pandits in the High Schools at Palghat for explaining Hindi lessons in Tamil to the Tamil students.

(h) Insufficient number of Tamil teachers in some Malayalam Medium High Schools of Palghat district where Tamil is taught as first language.

(i) Proposed transfer of one of the four Tamil Pandits working in the Munnar High School.

The Kerala Government informed that sufficient number of Tamil teachers were since appointed provisionally in the Munnar High School through Employment Exchange.

The Government of Kerala informed that the educational qualifications laid down for the post of Tamil teacher in Secondary Schools include degree of recognised Universities in Tamil or Title in Oriental learning. The question of giving preference to the degree holders over the Oriental Title Holders is being examined by the State Government.

The Kerala Government has instructed the D.E.O. Palghat to appoint Tamil-knowing Hindi Pandits in all High Schools of Palghat district.

The State Government informed that in the representation no specific school short of Tamil Teachers was mentioned. The Kerala Government had already taken action to appoint adequate number of Tamil-knowing teachers in linguistic minority areas.

The Kerala Government informed that during the year 1964-65 there were 12 Tamil medium divisions in Munnar High School and 4 posts of Senior Tamil teachers were sanctioned as per rules. But during the academic year 1965-66 only 3 posts of Senior Tamil Pandits were sanctioned for 11 Tamil medium divisions, taking into account periods in High School section.

<p>(j) Request for opening of a Tamil training school in Munnar to overcome the dearth of Tamil trained teachers in the State and for appointment of untrained Tamil teachers through Employment Exchange on permanent basis with provision for training at a subsequent date.</p>	<p>The matter has been referred to the Kerala Government whose report is awaited.</p>
<p>(k) Complaint regarding delay in appointing Tamil teachers in Munnar High School.</p>	<p>Ditto.</p>
<p>(l) Request for supply of Tamil books published by the Sahitya Academy and approved by the Kerala Government, in the library of Government High School, Munnar.</p>	<p>Ditto.</p>
<p>(m) Demand for adequate provision for Secondary education through Tamil medium in the High Ranges of the Kerala State.</p>	<p>Ditto.</p>
<p>(n) A phased programme for recognising Tamil schools already functioning in Munnar area be drawn up and implemented so that the existing facilities of education through the medium of Tamil are not diminished.</p>	<p>Ditto.</p>
<p>Madras . . . . . Telugu . . . . .</p>	<p>(a) There are no Telugu Pandits in schools at Bagalur, Berikai, Shulagiri, Mathagon-dapalli, Machinayakanapalli, Balathotanipalli, Uddanapalli and Kundukota of Hosur taluk.</p> <p>The matter has been referred to the Madras Government whose report is awaited.</p>

(1)	(2)	(3)	(4)
Mysore . . . . .	English	<p>(a) It was represented by the authorities of St. Michael's Convent High School, Karwar, that the pupils of standard IX who were repeaters in the class in 1964-65 had not studied Kannada at all and it was not possible for them to study Kannada at that stage and appear for the S.L.C. Public Examination of 1965-66 with Kannada as their Second Language (Departmental Kannada Reader V) and have requested that the students be allowed to choose English instead of Kannada at least at the S.S.L.C. level.</p>	<p>The Mysore Government reported that they had not introduced Kannada as a compulsory language in any school. Rules provide for the choice of three languages and it was for the school to choose the proper combination.</p>
Urdu . . . . .		<p>(b) Demand for starting one more Urdu training college for Urdu teachers at Gulbarga as the present arrangements for training Urdu teachers in the State were inadequate.</p>	<p>The matter has been referred to the Government of Mysore whose reply is awaited.</p>
		<p>(c) Request for appointment of Urdu Subject Inspectors for the divisions of Gulbarga and Dharwar for the inspection of Urdu subjects taught in the High Schools of the area.</p>	Ditto
		<p>(d) Demand for inclusion of Urdu in the Three-language Formula adopted by the State Government.</p>	Ditto
		<p>(e) Request for appointment of two Matriculation Teachers and two Graduate Teachers in Arts and Science for teaching Urdu in the High School, Gangavathi, District Raichur.</p>	Ditto
		<p>(f) Demand for the provision of text-books in Urdu medium in the beginning of the academic session.</p>	Ditto

The complaint was referred to the Government of Gujarat whose report is awaited.

(a) It was alleged that except in a few schools linguistic minorities pupils in the Secondary stages of education had no choice but were compelled to learn Sanskrit as a second language against their desire.

The Maharashtra Government reported that the number of Sindhi teachers in the State was inadequate for a separate training college to be started. The State Government is considering to start a Sindhi medium division in any of the existing Primary Training Colleges in the State for training of Sindhi teachers. Sindhi teachers are generally deputed to the Training Colleges in Gujarat State for training. Text-books in Sindhi are published both in Arabic and Devnagri scripts. The Sindhi Text Book Committee consider text books in Sindhi produced by private publishers for sanction.

The Deputy Director of Education, Aurangabad told the Deputy Commissioner during his visit to the State in 1965 that he would enquire into this and get the mistake rectified.

The Deputy Director of Education, Aurangabad told the Deputy Commissioner during his visit to the State in 1965 that the section had to be closed as the number of persons who come for training was barely 10 as against the sanctioned strength of



(a) Inadequate arrangements for training of Sindhi teachers and supply of text books in Sindhi.

(b) Although Urdu was being taught in the Marathawada region (comprising the districts from the erstwhile Hyderabad State) in the official syllabus it was named Hindustani.

(c) It was complained that the Urdu medium section at Government Basic Training College, Vijapur was closed from the academic session 1965-66.

Gujarat . . . . .

Maharashtra . . . . . Sindhi

Urdu . . . . .

(1)

(2)

(3)

(4)

## Maharashtra—contd.

Urdu

50. He assumed that the section had not been closed permanently and would be started again if 20 teachers come forward to join it next year.

(d) Demand for facilities of High School education for Muslim girls by starting class IX with Urdu medium in the Government Girls' I. E. M. School, Yeotmal.

The matter has been referred to the State Government whose report is awaited.

(e) Demand for adequate representation to Urdu minority on Vidarbha Divisional Board.

The Maharashtra Government reported that nominations to Maharashtra State Board of Secondary Education, Poona, and its Divisional Boards are not made on linguistic basis, but are made according to the provisions of the Maharashtra Secondary Education Boards Act, 1965.

(f) Demand for restoration of Government Urdu High School, Amravati and its hostel.

The matter has been referred to the Maharashtra Government whose report is awaited.

(g) Absence of facilities for High School education through Urdu medium in Ner Parsopant of District Yeotmal.

Ditto.

(h) Demand for opening of class IX in the middle school at Ner Parsopant and appointment of a teacher for the same.

Ditto.

(i) Permission for opening of a new Secondary School through Urdu medium at Chandrapur from June, 1966.

The Maharashtra Government reported that the Rafi Ahmed Qidwai Memorial Education Society, Chandrapur were allowed to open new School at Chandrapur during 1966-67 with standards V—VIII through Urdu medium.

The matter has been referred to the Maharashtra Government whose report is awaited.

(j) It was complained that candidates appearing for the B.Ed., S.T.C., T.D. and Diploma in craft and other allied examinations were allowed to write their answers either in Marathi or English or Hindi but were not permitted to answer the papers in Kannada.

Ditto

(k) Non-supply of teaching aids such as maps, charts, etc. in Kannada language to Kannada schools of the State.

Ditto

(l) Kannada-knowing teachers were not able to get employment because they did not know Marathi even if such persons had passed the S.T.C. or the P.T.C. in Kannada.

The matter has been referred to the Maharashtra Government whose report is awaited.

(m) Discrimination was alleged in grant of scholarships on the ground that no Kannadiga could succeed in the competition for merit scholarships at High School or Middle School stage.

Ditto.

(n) It was suggested that the Three-language Formula for Kannadigas should consist of Hindi, Marathi and Kannada.

Ditto.

(o) Kannada text-books which are in short supply, should be revised and brought up-to-date.

(p) Non-payment of grants-in-aid to the Karnatak High School, Poona. The Maharashtra Government reported that the school would be considered for grants-in-aid during the current year under the normal rules.

(1)	(2)	(3)	(4)
Maharashtra— <i>contd.</i>	Kannada	(a) Although nearly 2000 Kannada speaking pupils appeared in the P.S.C. and the S.S.C. Examinations there was no training college for Kannada Primary School teachers.	The matter was referred to the Maharashtra Government whose report is awaited.
Rajasthan	Urdu	(a) It was demanded that in the Bagla Higher Secondary School, Churu Town, teaching of Urdu should be started.  (b) It was complained in the Khemka Middle School, Churu, no Urdu teacher was posted in place of an Urdu teacher deputed for training.  (c) It was complained that an Urdu-knowing teacher was transferred from the Makrana Higher Secondary School, Nagaur district, no substitute was provided and studies of Urdu-speaking students was suffering.	The Rajasthan Government have reported that in July, 1965 there were six sections in the Bagla Higher Secondary School. There were only eight students in these sections who were desirous of offering Urdu subject. Hence they did not feel it feasible to start Urdu in class IX.  The matter has been referred to the State Government whose report is awaited.
Sindhi	(d) Demand for upgrading the Sripura Sindhi Primary School, Kota to a middle school	The State Government report on the issue is awaited.	The matter has been referred to the State Government whose report is awaited.